

## Unit Context



It is important to teach children Personal Safety as this will empower them to be able to lead safer lives by learning how to make safer choices and identifying people who they trust and can talk to, if they have a worry or a 'no' or 'I'm not sure feeling'. Before teaching Personal Safety, all staff should have up-to-date child protection training and be aware of the procedures in their school or setting. The DfES document **Safeguarding Children and Safer Recruitment in Education** (2007) states that 'all staff who work with children need

to have basic child protection training that equips them to recognise and respond to child welfare concerns ... should undertake suitable refresher training at 3 yearly intervals'. This will ensure all staff understand their duty of care and responsibilities in terms of safeguarding the welfare of children as laid out in the school's Safeguarding and Child Protection Policy and the Local Safeguarding Children Board Inter-agency Procedures. The training will include listening to children, the indicators of the four categories of abuse, the need to log all concerns immediately and to pass these straight to the Designated Person for Child Protection within the school/setting in order for them to respond appropriately. Staff will understand their individual duty to pass on concerns and that failure to do so may result in disciplinary action being taken against them. Staff should also sign to say they have read and understood the DCSF **Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings** (March 2009). Other guidance and policies that are linked to safeguarding might include E-Safety and Acceptable Use policies, Domestic Violence, Sexually Inappropriate or Harmful Behaviours, Intimate Care, Drug Education, Anti-bullying, Behaviour Management, Positive Handling, SRE, Inclusion etc. Other useful documents and legislation include: HM Government Working Together to Safeguard Children (2010); Children Act 1989; Children Act 2004; Education Act 2002; Information Sharing: Practitioners' Guide; What to do if you're worried a child is being abused - basic guidance on what you should know and do if you are worried about a child being abused (2006). Although at this age the majority of children will be supervised both in and out of school, children need to be given the opportunity to practise personal safety skills in a safe environment such as within school. Parents/carers also need to be aware of the skills being taught so that they can help their child practise these skills outside of school. Alongside teaching this unit, children will be learning about how to understand and manage their own feelings as well as other personal safety skills, such as road, water and fire safety. These are covered in units **ME 1/2 My Emotions**, **MR 1/2 Managing Risk** and **SC 1/2 Safety Contexts**.

## Unit Description

In this unit children will learn how to keep themselves safer in a variety of personal safety contexts. They will begin by identifying those people they have chosen for themselves who they trust and who they would feel comfortable talking to if they have a worry. This will be used to develop a 'Safety Circle'. See the **Teaching Guidance** for further information. They will be able to assess how safe they feel in the school building and grounds, and will also consider safer places to play outside school. They will learn about their sixth sense and how to use their senses to help keep themselves safer. Children will learn names for body parts, and how to distinguish between 'yes' and 'no' touches. They will explore 'good' and 'bad' secrets and tricks. They will practise assessing risk, and will develop strategies for keeping safer, including learning about and practising assertiveness skills.

## Notes for Staff

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

## Learning Expectations

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

- be able to contribute to discussions about personal safety and take an active part in class activities.
- be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle and who they can go to if they have a worry, or a 'no' or 'I'm not sure' feeling.
- be able to identify safer places to work and play and know what to do if they get lost.
- be able to identify the difference between good and bad secrets as well as 'yes' and 'no' touches, understanding that they are able to say 'no' and tell someone on their Safety Circle.

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

- be able, with support, to include in their Safety Circle some people in their lives who they have chosen go to if they have worry, or a 'no' or 'I'm not sure' feeling.
- be able, with support, to identify safer places to work and play and will have practised what to do if they get lost.
- have a basic understanding of the difference between good and bad secrets as well as 'yes' and 'no' touches.
- have practised saying 'no' using different strengths of voice.

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

- be able to identify people at home, at school and in other contexts of their lives to include in their Safety Circle.
- have demonstrated how they would tell someone if they had a worry, or a 'no' or 'I'm not sure' feeling.
- be able to identify and describe the difference between good and bad secrets as well as 'yes' and 'no' touches.
- have demonstrated how they would say 'no' and tell someone on their Safety Circle.

Throughout this unit, it is important to be sensitive to the fact that children in the class may have been, or are currently witnessing or suffering from neglect or abuse (please note that domestic violence is also included in the definition of emotional abuse). When teaching Personal Safety it is advisable to establish 'ground rules' with the children, such as using appropriate language etc. thus helping to create a safer environment. The Designated Person for Child Protection in your school/setting should inform you on a need to know basis about any child protection issues that you need to be aware of to keep both you and the child safer. Before teaching any Personal Safety lessons, it would be good practice to speak with your Designated Person for Child Protection to ensure that you are aware of the most up-to-date concerns. Bearing in mind any information shared, you will need to make a professional judgement about the need to speak with particular child/ren if the issues being addressed in the unit might be sensitive to them. Children should be made aware that any disclosures they may make cannot be kept secret and will be passed onto the Designated Person for Child Protection. Staff will need to use their professional judgement when informing children of this duty, taking into account the children's age and cognitive ability. Teaching Personal Safety may well elicit a disclosure of abuse and staff need to be aware of the procedures for logging and reporting within their school/setting (see Unit Context). As with any disclosures of abuse or concerns around safeguarding, your Designated Person will take the lead and advise you appropriately. It is also good practice to make parents/carers aware of the safety messages you are teaching their children so that they can reinforce learning at home. This also provides parents/carers with the opportunity to discuss differences regarding the safety rules and routines that the children may be learning at school and at home and ways of managing these differences so that children are given consistent and clear messages about how to keep themselves safer.

## Activities for Recording Assessment

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

**Activity 5.2** Use the children's drawing and description to assess their ability to identify a safer place to play.

**Activity 9.4** Through observing the role plays, assess the children's ability to recognise a trick.

## Out of School Learning

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

## Sensitive Issues



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

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

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

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

## 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 using the **PD Planning Tool**.

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

For example:

See **Teaching Guidance** for information on [Circle Time](#) and using the [Draw and Write](#) technique.

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

## Linked Units

**ME 1/2** My Emotions

**FF 1/2** Family and Friends

**AB 1/2** Anti Bullying

**MR 1/2** Managing Risk

**SC 1/2** Safety Contexts

**SR 1** Sex and Relationships Education


**SR 2** Sex and Relationships Education





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## Section A - Identifying Trusted Adults

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
1. To be able to identify trusted adults, by including them on their Safety Circle, and to understand what, when, who and how to tell.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>know the names of all of my trusted adults</li> <li>know how to tell a trusted adult if I have a worry</li> </ul>	1.1 In Circle Time, discuss with the children what it means to feel safe. Ask them to think about a place where they have felt safe. Ask each child in turn to complete the following sentence, <i>A place where I feel safe is ...</i>	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on <b>Circle Time</b>.</li> <li>Before beginning to deliver this unit, it is essential that you have read <b>Are You Ready?</b> in the <b>Teaching Guidance</b> and carried out the necessary activities, including the Are You Ready? questionnaire. Also in the <b>Teaching Guidance</b> there is a <b>Parents/Carers Personal Safety Leaflet</b> to send home which can be customised according to the children's age group and the learning objectives being delivered.</li> </ul>
		1.2 <b>Safety Circle.</b> As a class, explain to the children that they are going to talk about the adults who they would be happy to talk to or tell if they felt unsafe, worried or upset about something. Ask the children where or how their body changes when they feel angry, scared, hurt, sad, happy etc. <i>e.g. they might clench their fists or get a strange feeling in their tummy.</i> Record these ideas using a body outline on an interactive whiteboard. Emphasise that these feelings should not be ignored and they will need to tell someone in their Safety Circle if they feel worried, frightened or do not understand something that they have been asked to do. Support every child to develop their own personal Safety Circle. This is also explored further in Activity 3.1 Sixth Sense.  Children should be able to say their full name, address and telephone number for use in any situation that will keep them safer. If children do not know this information, their surname could be used when calling the register so that they learn this in a formal yet relaxed way. Children must be aware that this information is personal information which should not be shared if they are in a situation which gives them a 'no' or 'I'm not sure' feeling. Children should be discouraged from sharing this information online.	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on the <b>Safety Circle</b>.</li> <li>The Safety Circle activity is also included in unit <b>BB 1/2 Beginning and Belonging</b>, and referred to in units <b>ME 1/2 My Emotions</b>, <b>FF 1/2 Family and Friends</b> and <b>AB 1/2 Anti-bullying</b>.</li> <li>It is good practice to tape Safety Circles into the bottom of children's individual work trays.  This will ensure that the Circles are stored safely for ease of reference. It is not recommended that Safety Circles are publicly displayed or that they are sent home as it is important that children are allowed to make their own choices about who they include, which may not include family members.</li> <li>The book <b>Feeling Scared</b> includes a section on how our bodies react when we are scared and that difference people react in different ways.</li> <li>The book <b>Feeling Worried</b> explores situations and experiences that are familiar to children and practical suggestions for coping with these emotions.</li> </ul>



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		<p>1.3 <b>Telling.</b> To reinforce the development of the skills needed for telling, remind children about their Safety Circles and ask for examples of people they have included. You may find it useful to recap the following activity from the Foundation Stage.</p> <p>Using the class Persona Doll / puppet, introduce the following scenarios and explain that the Persona Doll / puppet needs to speak to someone. Invite the children to consider who they should have told in each of the cases:</p> <ul style="list-style-type: none"> <li>• Yesterday, X was watching a DVD with his/her sister. It had scary monsters in it and X was really frightened. X didn't know what to do.</li> <li>• When X was at the park with his/her mum, a big boy came over and shouted very loudly close to X's face.</li> <li>• When X went to the toilet at playtime, two girls / boys were giggling outside the door and then started to rattle and look under it. X was really upset.</li> </ul> <p>Invite the children to discuss different kinds of worries including examples of big worries and little worries. Ask them to consider if they would tell different people about each. Remind children that if they have a worry or someone has done something to frighten them they should tell someone in their Safety Circle.</p>	<ul style="list-style-type: none"> <li>• For information about using <b>Puppets</b> or <b>Persona Dolls</b>, see the <b>Teaching Guidance</b>.</li> <li>• There are links here with unit <b>ME 1/2 My Emotions</b>.</li> <li>• Children should be given strategies to deal with anything they see on screen that upsets or worries them (see <b>Hector's World Safety Button</b> which can be found at <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a>). Parents/carers should also be made aware of the possible risks of leaving applications such as MSN/Skype logged in. They should also be aware of when children might get unsupervised access to technology in the same way as they would protect children from a bottle of bleach or disinfectant in the kitchen. E-safety is an increasingly important issue for younger children. See <b>Sources of Information and Support</b> for further guidance.</li> <li>• Most social networking sites have a 'Report Abuse' button which enables children (and adults) to report concerns. Often this button links directly to CEOP (Child Exploitation and Online Protection). See the 'ThinkUKnow' website for guidance on how to use the CEOP Report Abuse Button. See <b>Sources of Information and Support</b>. </li> <li>• In Cambridgeshire, STARZ has a whistle that children can click on if they encounter something they are unhappy about – it sends an email to the appropriate adult in school. </li> <li>• The <b>Smart Crew</b> <a href="http://www.childnet-int.org/kia/primary">www.childnet-int.org/kia/primary</a> can be used as a whole class teaching tool to explore relevant e-safety messages for children of this age group.</li> <li>• See the <b>Thinkuknow</b> website <a href="http://www.thinkuknow.co.uk">www.thinkuknow.co.uk</a> where children can follow the adventures of Lee and Kim, which include relevant e-safety messages for children of this age group.</li> </ul>


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>1.4 <b>Gaining Attention.</b> Recap the following activity from the Foundation Stage. Using a Persona Doll, other doll, puppet or small world figures, invite the children to consider how the chosen figure might gain attention or ask for help with the following situations:</p> <ul style="list-style-type: none"> <li>• They need help with something they are doing, <i>e.g. they cannot do up their shoe laces after P.E.</i></li> <li>• They are worried about something, <i>e.g. they are tired because they heard shouting at home last night.</i></li> <li>• They want to share some good news, <i>e.g. their cat has had kittens.</i></li> <li>• They have forgotten something, <i>e.g. their packed lunch.</i></li> </ul> <p>Discuss with the children how they might need to have a formula of words prepared for these situations, e.g.</p> <ul style="list-style-type: none"> <li>• <i>'Please listen'</i></li> <li>• <i>'This is important'</i></li> <li>• <i>'Please help me'</i></li> <li>• <i>'I am worried (frightened, upset, happy, excited) because ....'</i></li> <li>• <i>'I can't wait to tell you because....'</i></li> </ul> <p>Remind the children that they can always refer to their <b>Safety Circle</b> to identify someone who can help them.</p>	

## Section B - Using our Senses


Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
2. To be able to assess the school and grounds, using their senses.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify places in the school environment that give me a 'yes', 'no' or 'I'm not sure' feeling</li> <li>suggest ways I can make the school environment safer</li> </ul>	2.1 <b>Mapping.</b> Provide each child with a birds' eye map of the school building and grounds and provide an opportunity for the children to reflect on how they feel in different areas of the school.	<ul style="list-style-type: none"> <li>This activity should be introduced in a whole school assembly before children work on their individual maps. See <b>Mapping</b> in the <b>Teaching Guidance</b>.</li> </ul>
		2.2 <b>Feeling Safer ... Feeling Stronger ... Feeling Happier Questionnaire.</b> Use the questionnaire to elicit how safe children feel in school.	<ul style="list-style-type: none"> <li>The <b>Feeling Safer .... Feeling Stronger ... Feeling Happier Questionnaire</b> can be found in the <b>Teaching Guidance</b>. The information collected from this and from the Mapping activity should be analysed so that any issues that have been identified can be discussed and acted on, as appropriate.</li> </ul>

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3. To be able to identify the sixth sense.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>be aware of my sixth sense and that I should trust it</li> <li>tell someone on my Safety Circle if I have a 'no' or 'I'm not sure' feeling</li> </ul>	<p>3.1 <b>Sixth Sense.</b> Remind children how our five senses help us find out about the world around us. A sense of humour could also be suggested. Invite one or two children to give examples of their sense of humour by telling a joke.</p> <p>Explain that our 'sixth sense' tells us how we feel about people and things and whether they give us a 'yes', 'I'm not sure' or 'no' feeling. These feelings can act like an early warning system. We need to trust these feelings as they help to keep us safer. Ask the children to give examples of situations that make them feel unsure, nervous or excited <i>e.g. first swimming lesson; going to the dentist; going on a fairground ride for the first time.</i> The 'Speak Up' technique could be used effectively here. Ask the children to consider the following questions:</p> <p>Where are these feelings located in their bodies? Why is it that we talk about butterflies in the tummy?</p> <p>Explain that when our sixth sense is giving us an 'I'm not sure' or a 'no' feeling, we need to respond. Below are some examples you might like to explore with the children. What if ...</p> <ul style="list-style-type: none"> <li>you realise that you have gone further up the climbing frame than you meant to and now feel like your body has frozen?</li> <li>your friend's older brother wants you to go down to the park with him and asks you not to tell your mum?</li> <li>your friend wants you to jump into the deep end of the pool when you have been told not to do this until you can swim a length of the pool?</li> <li>your babysitter knows you had a bath just before your mum left but takes you upstairs for another one?</li> </ul> <p>Invite the children to suggest examples from their own experiences.</p> <p>Establish that when we are asked to do something that gives us an 'I'm not sure' or a 'no' feeling, we should trust our sixth sense and say 'no'. Children also need to be reminded that they must tell someone on their Safety Circle. It should be made clear to the children that it is all right to say 'no' to an adult, question what they are asking or tell a little fib if it keeps them or someone else out of an unsafe situation.</p>	<ul style="list-style-type: none"> <li>The book <b>Intuition</b> refers to and gives good examples of the sixth sense and how we use it.</li> <li>See <b>Are You Ready?</b> in the <b>Teaching Guidance</b> for information on the Speak Up technique.</li> <li>For children who are visual learners you may wish to have pictures of these situations on your interactive whiteboard. They may be found on Google Images.</li> <li>Children should be aware that if they come across something online which upsets or worries them then they should tell an adult they trust.</li> <li>See the <b>Teaching Guidance</b> for information on the <b>Safety Circle</b>.</li> </ul>



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		3.2 End the session with a round using the sentence stem, <i>If I had a worry I would talk to ...</i>	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on using <b>Rounds</b>.</li> </ul>
4. To be able to use your senses to keep safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>demonstrate that I can listen to my sixth sense and use my 'safety eyes and ears'</li> <li>identify places and times and what helps me to feel safer</li> </ul>	<p>4.1 <b>Wink Murder</b>. This circle game introduces the idea that children can use their safety eyes and ears to identify when someone is trying to hide or disguise something from them. It also emphasises the importance of using their sixth sense to help keep them safer.</p> <p>To play the game, ask the children to sit in a circle, invite one child to volunteer to be the Police Inspector. The Police Inspector briefly leaves the room whilst the remaining children volunteer to become the Wink Murderer, by silently putting their hand up. The teacher selects the child who will be the Wink Murderer for that game and asks the other children to point to this child to ensure that all the children are aware of who the Wink Murderer is. The Inspector returns to the room and can move either inside or outside of the circle. Whilst this is happening, the Wink Murderer makes eye contact with children around the circle and winks at them. These children then die making a blood curdling noise. Children who have died must remain in a sitting position and should not fall on or touch other children. To avoid detection, the Wink Murderer should only wink when the Police Inspector is not looking at them directly. The aim is to kill everyone in the circle without being detected.</p> <p>The Police Inspector is given a number of chances to try to detect or guess who the Wink Murderer is. If the Police Inspector identifies the Wink Murderer the game has finished and can be played again. If they do not identify the Wink Murderer and they exhaust their number of chances, the Wink Murderer is asked to reveal who they are. The game can then start again.</p> <p>Discuss with the Police Inspector which senses they used during this game and which one was the most efficient for helping them. Did they use all their senses, including their sixth sense?</p>	<ul style="list-style-type: none"> <li>Be aware that children in the class might possibly  have had parents, relatives or close friends who have been murdered. If this is the case, you could rename this activity Wink Freeze, where the players are frozen rather than murdered.</li> </ul>

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		<p>4.2 <b>Safety Eyes and Ears.</b> Ask children to think about ways in which their eyes and ears can become safety eyes and ears, which can help keep them safer. Use the Safety Scenario Posters, on your interactive whiteboard. Organise the children into small teams for a Safety Eyes and Ears quiz. They will need a whiteboard and pen and one person to be chosen to record the answers. Display each picture in turn and ask the teams to put their hands up when they have identified five hazards and recorded them on their whiteboard. Feedback can be given after each picture round. Alternatively, children can share, with the person they are sitting next to, what they perceive as being unsafe. Children can then share their thoughts with the rest of the class. Talk with the children about the need for them to use their safety eyes and ears everywhere they go so that they can spot possible risks, both to themselves and others, and work out how to reduce them in order to keep safer.</p> <p>4.3 <b>Did you See It?</b> Choose an age appropriate film that it is unlikely that the children will have previously seen and show a short clip of it.</p> <p>Prepare a set of 10 questions relating to the clip. These should have a variety of themes e.g.</p> <ul style="list-style-type: none"> <li>• <i>What colour jumper was the first person wearing?</i></li> <li>• <i>How many apples were on the table?</i></li> <li>• <i>What was the name of the doll?</i></li> <li>• <i>Did the man have a beard? etc.</i></li> </ul> <p>Tell the children that you are going to show them a clip from a film and that they must try to remember as much detail as possible and not take notes.</p> <p>Explain that a Police Officer or Police Community Support Office PCSO needs to have all these skills to help him/her detect crime. Invite the children to work in groups for this activity, as this could help some children feel more confident.</p> <p>At the end of the clip, invite feedback from the class. A discussion should then follow about why some people remembered certain things e.g. <i>because the name of the doll is the same as their sister's name</i>. Discuss how these skills are often used in every day jobs e.g. <i>police officer, PCSO, doctors and nurses</i>.</p>	<ul style="list-style-type: none"> <li>• Use Resource 1 <a href="#">Safety Scenario Posters</a>.</li> <li>• <b>In the Home (Safety First)</b> looks at every area of the house, both inside and outside, using photographs to highlight dangers and gives advice on how to keep safer in each situation.</li> <li>• Unit <b>MR 1/2 Managing Risk</b> also includes activities about assessing risk.</li> <li>• Albert Lamorisse's <b>The Red Balloon</b> is a silent film which might be useful for encouraging children to observe rather than listen.</li> <li>• You may wish to invite your local Police Community Support Officer (PCSO) to talk about observational skills either with the class or to speak at an assembly. Ensure you follow your school's policy and procedures about Using Visitors.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>4.4 <b>My Safe Place.</b> In this activity, children imagine that they are in a place where they feel happy and safe. Other children have to try and guess where they are.</p> <p>Ask a child to volunteer to close their eyes and think really hard about a place in which they feel safe. Ask them to imagine what the place they have chosen looks like, smells like, sounds like, feels like and tastes like (if appropriate). Ask the volunteer firstly to name something they would see in this place and then something they can hear, taste, smell or touch. At this point, other children can begin guessing where they are. Extra clues can be requested if necessary.</p>	<ul style="list-style-type: none"> <li>This activity could be used to introduce what safe/safer means. Two or three children can volunteer to share their safe place. If children find this hard to visualise, the teacher could be the first to volunteer <i>e.g. if they are on a beach, they can hear the sea, taste ice cream, smell sun screen and touch pebbles etc.</i></li> <li>The use of technology may present extra challenges when encouraging children to think about places where they feel safe. For example – a child's bedroom with a webcam and computer in place can feel very safe but present a significant risk to the child. Advice should be given to parents/carers to locate internet capable devices (<i>e.g. laptop, mobile phone, games console etc.</i>) in a family room and not a child's bedroom.</li> </ul>
5. To be able to identify safer places to play.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>describe safer places to play</li> <li>say how I can keep myself safer in different play places</li> </ul>	<p>5.1 <b>Keeping Safer Outside School.</b> Use the PowerPoint presentation 'Keeping Safer Outside School' which builds on work started in the previous unit (<b>KS F Keeping Safe</b>). It focuses on safer choices of where to play and introduces the topic of peer pressure. When viewing the presentation, ask the children how they could use their safety eyes and ears in each situation. You may want to add more scenarios following on from the presentation.</p> <p>5.2 After watching this presentation, children can draw a picture of a safer place to play along with a short description of why they feel it is a safer place. These can be displayed in the classroom for others to see. They should also say what they would do and who they would tell if they feel unsafe. Remind children about using their <b>Safety Circles</b>. <b>A</b></p> <p>5.3 To build on this work, children could visit local play areas and take photographs or videos, which can then be displayed with appropriate safety messages.</p>	<ul style="list-style-type: none"> <li>Use the PowerPoint presentation Resource 2 <b>Keeping Safer Outside School</b>, which builds on work started in the unit <b>KS F Keeping Safe</b>.</li> <li>Be sensitive to the fact that the majority of children  may not be allowed out to play on their own at this age. They may, however, play unsupervised in their front gardens and the same skills are required.</li> </ul>

## Section C - Safety Rules



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
6. To be able to understand the need to have a strategy to keep safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>describe and demonstrate how I can 'safety plan' and think ahead</li> </ul>	<p>6.1 <b>Safety Planning.</b> In order to keep safer in a range of contexts, children need to learn to think ahead. This activity encourages them to think in terms of a basic safety plan that can be applied to different situations.</p> <p>Organise the children into small groups and ask them to list their ideas to help them keep safer. Allocate a topic to each group e.g. <i>walking to school, in the park, at the swimming pool, in the kitchen, on the internet</i>. These ideas should be used to make a leaflet/poster for display in school. A graffiti wall or a Wiki could also be used to encourage other children to share their ideas. Alternatively, these ideas could be developed, by the children, into a PowerPoint Presentation or role play which could be presented at an assembly. This list should include ideas about safety that will cover all areas of their lives, e.g. <i>playing outside with friends</i>. When the children share their ideas, they should be recorded on the interactive whiteboard. Make sure the following points are covered:</p> <ul style="list-style-type: none"> <li>Ask the person in charge of you before you go anywhere with anyone.</li> <li>Remember any safety rules or advice you have previously been taught.</li> <li>Listen carefully to any safety advice given to you before you go.</li> <li>Use your 'safety eyes and ears' to assess possible risk and think how to keep safer.</li> <li>Stay together with the adults or friends you have gone out with.</li> <li>Never touch any needles, syringes (sharps), bottles or bags that you may find, instead tell an adult about them so that they can be removed safely.</li> <li>Always tell someone on your Safety Circle if you are worried or frightened or do not understand something that someone has asked you to do. Also, if someone has touched you in a place that gives you a 'no' or 'I'm not sure feeling'.</li> <li>Only share personal information appropriately. If you have not already done so, this is an opportunity to discuss with the class and ensure that children understand the meaning of the word 'appropriate'.</li> </ul>	<ul style="list-style-type: none"> <li>Use <a href="#">Parent/Carers Personal Safety Leaflet</a> in the <b>Teaching Guidance</b> to inform parents/carers of the safety planning guidelines you are encouraging their children to follow.</li> <li>Use the <b>Out and About</b> book from the Look Out! series, which focuses on children understanding different ways to keep safer when they are out and about.</li> <li>See the <b>Teaching Guidance</b> for further information about the <a href="#">Safety Circle</a>, using <a href="#">Role Play</a>, using a <a href="#">Wiki</a> and <a href="#">Some Ideas for Teaching Personal Safety</a> (including graffiti walls).</li> <li>There are links here with work in unit <b>SC 1/2 Safety Contexts</b>.</li> <li>These safety rules should also be applied to any time they spend online. For example, children should agree with their parents/carers which search engine to use, which sites are safe to look at and what they are allowed to do there. They should also understand rules such as how much time they are allowed to spend online and whether or not they are allowed unsupervised access to the internet.</li> <li>You might feel that it is appropriate to re-cap the activity, <b>Lost and Found</b> from the Foundation Stage unit <b>KS F Keeping Safe</b>. If a child is lost, they need to be careful about approaching a person in uniform, as not all people in uniform are Police Officers.</li> <li>If you have children in your group living in households where there is known domestic violence, it would be appropriate to use Section 2, Year 1, of The Friends, Secrets and People Who Can Help Us main activity from the Expect Respect Toolkit which can be found at <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>. This focuses on feelings about secrets and what to do.</li> </ul>






## Section D – Bodies

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
7. To be able to identify and name body parts including the sexual parts.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>identify different parts of my body including intimate body parts</li> <li>know that if anyone touches me in a way that gives me a 'no' or 'I'm not sure' feeling, I should tell someone on my Safety Circle</li> </ul>	<p>7.1 <b>Body Names</b> can be introduced by singing any songs or playing any games or activities which include naming body parts <i>e.g. Simon Says</i>.</p> <p>Alternatively, if you have a large space, the game <b>People to People</b> could be introduced. This starts with children partnering up and standing together, leaving space for movement between the pairs. The teacher stands in the middle and begins by calling out two body parts that the pairs must put together, such as 'elbow to knee'. Only one connection is necessary, e.g. one player has their elbow connected to the other player's knee. Reassure children that no inappropriate body parts such as lips, teeth, tongues, bottoms etc. will be called. After four or five calls, the teacher says 'people to people', at which point all players separate and find a new partner. The game begins again.</p>	<ul style="list-style-type: none"> <li>Unit <b>SR1 Sex and Relationships Education</b> also includes learning about Body Parts.</li> <li>The words and music to <b>My Body</b>, written by Peter Alsop, can be downloaded from the internet.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>7.2 <b>Body Maps.</b> Copy the Body Maps of the girl and boy into your interactive whiteboard. Read the body part names shown at the side of each picture and invite the children to indicate where each part of the body is located. Using anatomical/doctor names for the intimate parts of the body, explain that these are usually covered up because they are private to you. Explain that all parts of the body have their own anatomical names and a doctor or nurse would use these names. At home families may use different names such as 'willy' for penis or 'fanny' for vagina or vulva. These are the parts of the body that we cover with our swimming costume. A doctor, nurse, parent or carer may need to touch these parts for health or hygiene reasons. No-one else should touch you here, except you. It is important to emphasise that if a child has been touched in this way, it is never their fault. Be clear that no-one should ever touch you in a way that gives you a 'no' or 'I'm not sure' feeling and you should always tell someone on your Safety Circle if this happens.</p> <p>Children are then given a paper copy of the Body Maps. Ask them to match up the word to the body part by drawing a line from the word to the relevant part of the body. Some children may wish to draw swimming costumes on the bodies when they have completed this activity.</p>	<ul style="list-style-type: none"> <li>• See Resource 3 <b>Body Maps</b>.</li> <li>• See <b>Use of Vocabulary in Primary SRE</b> in the  <b>Cambridgeshire SRE Toolkit</b>. During this activity children may volunteer names for the intimate parts of the body. Many children of this age will have learned colloquial or family names for body parts such as 'winkie' or 'minnie'. Current SRE guidance recommends that teachers accept colloquial or family terms as well as introducing correct anatomical names such as 'penis', 'testicles', 'vagina' and 'vulva'. Introducing correct anatomical words early on ensures that all children share a common language for making themselves understood during classroom activities and in situations involving personal safety.</li> <li>• It is important to work in partnership with parents/ carers regarding these aspects of PSHE.  Use <b>The Parent/Carer Personal Safety Leaflet</b> in the <b>Teaching Guidance</b> which will support parents/carers in having conversations with their children including about body parts.</li> <li>• If possible, invite a parent/carers with a baby aged under 9 months into your classroom, who is willing to show the children how they bath and change their baby.</li> <li>• Songs about bodies can be sung during this activity to reinforce the naming of body parts. Google search 'children's songs about the body'.</li> </ul>

## Section E – Touches

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
8. To be able to identify and distinguish between 'yes' and 'no' touches.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>understand that people respond differently to different touches</li> <li>know that some touches are good and some are bad</li> <li>understand that no one should touch my intimate areas, apart from for health or hygiene reasons</li> <li>understand the need to tell someone on my Safety Circle if I have been touched in a way that gives me a 'no' or 'I'm not sure' feeling</li> </ul>	<p>8.1 <b>Feely Bags.</b> You need 4 or 5 small cloth drawstring bags, just big enough to hold an object without falling open and revealing the contents. Into each bag, place something that the children can feel when they place their hand inside, they must not look, only feel. Choose objects that give a variety of sensations, including some that have a definite scent. The selection might include: herbs, rice grains, cotton wool, conkers, leaves, scrunched up paper, dried pulses, pasta, shells. Seat the children in a circle and invite a small group of children to take turns to feel inside the bags and comment on the sensations it gives them. Encourage children to describe the sensation and why they like/dislike that particular one. Always allow a child to say 'no' or pass on a turn if they do not want to feel inside the bags.</p> <p>This activity gives children the opportunity to explore different touch sensations and understand that they may like something that others do not like and that we all like different touches. It is important that children are not made to feel uncomfortable if they like a feely bag that others do not. The children should be encouraged to celebrate differences as well as similarities.</p>	<ul style="list-style-type: none"> <li>Be aware not to put objects in the bags which children could be allergic to, e.g. latex, nuts, animal fur, grass etc.</li> <li>It may be that a child you are working with has already  been touched and told to keep it a secret. Avoid making the child feel guilty for not having told but be clear that they should tell a trusted adult on their Safety Circle.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.2 <b>Yes and No Touches.</b> Following on from <b>Feely Bags</b>, use the Touches PowerPoint Presentation or Touches Posters on your interactive whiteboard. This will help to promote discussion about different sorts of touches and how they make us feel. Establish that touches which are good give us a 'yes' feeling. Good touches are touches that do not hurt anyone. Ask the children for examples of touches they like to have and give to people at home. These might include having a hug from mum or gran, having your hair rubbed dry by your dad.</p> <p>Move on to discuss the sorts of touches we do not like to receive and ask the children for examples. Touches such as a smack, a push or a pinch might give us a 'no' feeling. Some people may not like having their hair ruffled, others might not like being tickled. Ask children what they should do if a touch gives them a 'no' feeling. Be clear that they can say 'no' and ask for a touch to stop. 'No' or bad touches are those which might hurt someone. Use the example of tickling to introduce the idea that sometimes a touch can start off by feeling good, but can turn into a touch that we do not want. A tickle might start gently but if it goes on too long it becomes uncomfortable and we begin to change our minds about it.</p> <p>Ask the class to shake hands with each other and say '<i>Hello, it's nice to meet you</i>'. Ask if everyone felt comfortable and let go of each others hands when they felt it was naturally a good time to do so. Then shake a child by the hand yourself. However, do not release the child's hand but carry on talking to the class. You should only use the minimum pressure necessary to maintain contact. Hold the grip until the child says something. Discuss with the child how the handshake felt at first and then how it felt when you did not let go. Ask how the child would have felt if you had squeezed really hard. Establish that a child can question or say 'no' to a touch if it gives them a 'no' or 'I'm not sure' feeling. This is true even if the touch is from an adult. It is important to emphasise that if a child has been touched in this way, it is never their fault. Remind the children that if they have a 'no' or 'I'm not sure' feeling, they should tell someone on their Safety Circle.</p> <p>You may feel that the children need to revise the rules from the Touch activity 7.2 in the Foundation Stage unit <b>KS F Keeping Safe</b>.</p>	<ul style="list-style-type: none"> <li>• See <b>Resource 4</b> <a href="#">Touches PowerPoint Presentation</a>.</li> <li>• See <b>Resource 5</b> <a href="#">Touches Posters</a>.</li> <li>• The book <b>My Body Belongs to Me</b> is a good finishing point. This picture book looks at a child being inappropriately touched and how this is resolved.</li> <li>• The book <b>The Right Touch</b> is a story book that shows a boy's mother explaining 'yes' and 'no' touches. When read to the class you may wish to reword some of the text to suit your particular class.</li> <li>• There are links here with unit <b>ME 1/2 My Emotions</b>.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>8.3 Having covered the <b>Yes and No Touches</b> activity, during circle time, ask the children the following question, completing it by using different body parts 'What would you do if someone touched you on your ....?' Depending on the part of the body and the person who had touched the child, this could be a 'yes' or 'no' touch, <i>e.g. if the person was a doctor and the child had a sore bottom, then this could well be a 'yes' touch</i>. If the touch was a 'no' touch, pose the questions, 'Who would you tell?' and 'Why is it important to tell?'. Ask the children what they should do if the person who had touched them had said that they wanted it to be 'our secret'. Remind the children that any unwanted touch is never their fault but they must tell someone from their Safety Circle.</p>	<ul style="list-style-type: none"> <li>• See the <b>Teaching Guidance</b> for information on the <b>Safety Circle</b>.</li> </ul>

## Section F - Secrets

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
9. To be able to recognise 'good' and 'bad' secrets and tricks.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>describe the difference between good and bad secrets</li> <li>know and understand if a secret is good or bad</li> <li>understand that some tricks can be dangerous and that I should listen to my sixth sense</li> <li>demonstrate that I can look beneath the surface to keep myself and others safer</li> </ul>	9.1 <b>Secrets.</b> This activity could be introduced by reading the story Billy and the Babysitter: helping children to tell. This is the story of a rabbit who is upset by his babysitter and knows he must tell his parents.	<ul style="list-style-type: none"> <li>See <b>Resource 6 Billy and the Babysitter: helping children to tell.</b> This book contains detailed notes for teachers. Make children aware that most adults are kind children and will not hurt them. However, this is not always the case and children need to be sure that if an adult is unkind to them, worries or hurts them, it is never their fault and they must tell someone on their Safety Circle.</li> <li>Another useful book to use is <b>Looking After Myself.</b> Pages 16 – 17 focus on scenarios exploring secrets.</li> </ul>
		9.2 <b>Secrets Scenarios.</b> Children need to be able to distinguish between good secrets that are happy and safe to keep and bad secrets that are unhappy or potentially unsafe to keep. Bad secrets should always be shared with someone. Explain to the children that there are questions we can ask ourselves that will help us decide if a secret is good or bad: <ul style="list-style-type: none"> <li>Is this secret about a nice surprise for someone?</li> <li>Could I, or someone else, get hurt if I keep this secret?</li> <li>Does keeping this secret make me feel unhappy or frightened?</li> <li>Is this secret about hugs, touches or kisses? (because they should <b>never</b> be kept secret).</li> </ul>	<ul style="list-style-type: none"> <li>Teachers should reinforce that the guidance given to children on good and bad secrets applies as much to online scenarios as to anywhere else. Children should be introduced to 'report abuse' buttons on the websites or school Learning Platform.</li> <li>See the <b>Teaching Guidance</b> for information on <b>Continuum lines.</b></li> <li>There are potentially significant risks associated with children using technology and not being able to identify the person with whom they are communicating. Increasingly, children as young as KS1 are having independent access to this technology. It is important to instil lifelong behaviours in children at an early age. Children should be encouraged never to give out any personal details/information online – even if they think they know who they are communicating with, and to always check with a trusted adult if they have a 'no' or 'I'm not sure' feeling. Children should be taught never to meet up with someone they have only ever met online. See <b>Sources of Information and Support</b> for information about the <b>Safe</b> programme for teaching e-safety.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>The following scenarios can be used to give children practice in asking themselves these questions. This activity could be introduced by using a continuum line across the classroom with one end labelled 'Bad secret – must tell someone', the middle labelled 'Might be OK to keep a secret – the risk is made as safe as necessary' and the other end labelled 'A good secret – safe to keep'. Questions are posed in turn and children must choose where on the continuum line they feel it is most appropriate to stand. Questions might include:</p> <ul style="list-style-type: none"> <li>• Dad has told you that he is planning a surprise party for mum's 40th birthday and that you must keep it a secret.</li> <li>• Your best friend tells you that, at his sleepover, he wants to try some of his dad's whisky.</li> <li>• Yesterday, when you were at the park, a friend found a bag, which they took home. Today they told you they had eaten some of the sweets which were inside.</li> <li>• You see someone from your class hiding another child's PE bag. When you tell them that it's not kind, they tell you to 'shut up' and 'don't you dare tell'.</li> <li>• You are going to a friend's party on Saturday and you overhear their mum telling your mum what she has brought them for their birthday. You are desperate to tell your friend.</li> <li>• Your friend tells you they were sent a message online that upset them but asked you not to tell anyone else about it.</li> </ul> <p>Consider other questions which are relevant to your particular class. These might include questions relating to particular issues which have been recently raised.</p> <p>For each scenario, after the children have chosen where to stand, discuss with them why they chose to stand at that point. They should then be given the opportunity to change their mind if they want to. Children should be reminded about their Safety Circle, using their Sixth Sense (see activity 3.1) and their Safety Eyes and Ears (see activity 4.2) as well as other safety plans, including Safety Planning (activity 6.1).</p>	

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>9.3 <b>Telling.</b> After working through the Secrets scenarios in activity 9.2, ask children who, if anyone, on their Safety Circle they should tell about each of the dilemmas, by using the sentence stem <i>The person I would tell if I was worried about a bad secret is ...</i></p> <p>9.4 <b>As If By Magic.</b> Spend some time discussing 'fun tricks' e.g. <i>April fool's day, conjuring and card tricks</i>. To reinforce this you may like to play the game '<b>As If By Magic</b>' where the class stand in a circle and copy your actions. Start off by clapping your hands, explaining that you are going to be the 'spell maker'. From time to time you will change the action you are doing and as the spell maker you have cast a spell over the group and everyone has to copy you. Use simple actions such as foot tapping, head rubbing etc. When the children can follow the spell maker, explain that a new spell maker will be chosen. A magician is chosen who will stand outside the room for a few minutes whilst the teacher chooses a new spell maker. The magician returns and the group start to copy the actions of the new spell maker. The magician has to guess the identity of the spell maker. They are allowed three guesses.</p>	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on the <b>Safety Circle</b>.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>9.5 <b>Dangerous Tricks.</b> Explain that not all tricks are necessarily fun and that there are some adults who might try to play dangerous tricks on children. Emphasise that most adults want to look after children and to keep them safe. However, there are people who want to harm children and we do not know why. Tell them that most children will never meet anyone like this. It is important to explain that it is not possible to pick these people out just by the way they look because they usually look very ordinary. Our sixth sense can help us spot things that do not feel right and we should keep to the following rule: Do not trust anyone who tries to make you do something that makes you have a 'no' or 'I'm not sure' feeling, especially if they are asking you to go off with them without asking the person in charge of you.</p> <p>Explain that some people may use tricks to get children to go with them. Ask for a volunteer to take part in the following role play in order to show them what you mean. Firstly, explain that you will pretend to be someone who will try to trick the volunteer into going off with you. The volunteer must use the safety rule to keep safer. Then set the scene for the role play by saying: <i>I will pretend to be someone you don't know. You are waiting for your dad in the swimming pool reception area.</i> There are no other adults that you know around. Start the role play with: <i>Hello, I know that you weren't expecting me. I work with your dad. Now, I don't want you to worry but he sent me to meet you because your mum has had an accident and he has taken her to hospital.</i> If the child says they must ask someone first, try further persuasion, which might be <i>Come on! We haven't got time for that! We need to go and see how your mum is.</i> If the child does not use the safety rules ensure that they don't feel a failure. Children watching the role play could be asked for their views about how they would respond in this particular situation. Model an appropriate response and encourage them to try again. Children often find it hard to say 'no' to an adult and this is a safe way of practising it.</p> <p>After the role play ask the class how they felt about what they saw. Did they use their sixth sense to spot the trick? What would they have done? Emphasise that children should always tell someone on their <b>Safety Circle</b> if someone has tried to trick them in a way that gives them a 'no' or 'I'm not sure' feeling. <b>A</b></p>	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on using <b>Role play</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>9.6 <b>Dangerous Tricks - Additional Role Plays.</b> You may wish to extend the Dangerous Tricks activity by asking the children to role play their responses to these scenarios:</p> <ul style="list-style-type: none"> <li>• 'Hello there! Remember me? I live at number 31. I met you and your mum in the park a few weeks ago. You patted my dog, Muffin. Did you know she had three puppies last week? They're so sweet! You can come and see them if you like. I've already asked your mum and she said it was okay'.</li> <li>• 'I saw you playing near the road. That is very dangerous. You could cause an accident. I am Mr. Green from the Road Safety Unit. I think you'd better get into my car so that I can show you some of our safety leaflets and posters. We can't have you getting hurt can we?'</li> <li>• 'Are you in Mrs (insert name)'s class? I'm doing a puppet show here at school this afternoon. Your teacher said that one of her class would help me carry the puppets in from my van. You look very helpful. Look, the van is just outside the school gate. Mrs (insert name) will be so pleased with you'.</li> <li>• 'Isn't this a lovely caravan park? Have you been in the sea today? I have. I saw you on the beach with your mum and dad. Your dad said you'd like to see the laptop and games I've got in my caravan. Come and look'.</li> </ul>	<ul style="list-style-type: none"> <li>• See the <b>Teaching Guidance</b> for information on <b>Role play</b>.</li> </ul>

## Section G - Assessing Risk

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
10. To be able to assess risk and keep safer.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>describe how I can make activities safer by thinking ahead</li> <li>understand that I should tell someone on my Safety Circle if I have a worry, a 'no' or 'I'm not sure' feeling</li> </ul>	<p>10.1 <b>Reducing the Risk.</b> This activity explores with children the idea that even low risk activities can be made safer, thus making life as safe as necessary, not as safe as possible.</p> <p>Remind the children about their safety eyes and ears and previous personal safety rules/advice they have been taught.</p> <p>You will need to have prepared cards which have the following sentences on each:</p> <ul style="list-style-type: none"> <li>Riding a bike</li> <li>Swimming in the pool</li> <li>Walking to your friend's house who lives two doors down the road</li> <li>Asking for help when lost</li> <li>Playing on the computer</li> <li>Answering the telephone at home</li> <li>Playing on the school field at lunchtime</li> <li>Going shopping in town with your parent/carer.</li> </ul> <p>Split the children into groups of three or four and give them one card per group. Ask them to discuss the activity on the card and decide on four things they could do to make this safer. Invite the children to share their decisions with the rest of the class, group by group. When individual groups have fed back their activity and decisions, ask the rest of the class for further ideas. During these discussions, reiterate any safety messages the class have already covered and remind them that they should tell someone from their Safety Circle if they have a worry or a 'no' or 'I'm not sure' feeling.</p>	<ul style="list-style-type: none"> <li>This links to unit <b>MR 1/2 Managing Risk</b> which includes exploring situations involving risk and how to keep themselves safer. For guidance on risk-benefit assessment when taking children out of school, see the Outdoor Education Adviser Service in <b>Sources of Information and Support</b>.</li> <li><b>Nothing Ventured ... Balancing risks and benefits in the outdoors</b> by Tim Gill provides current guidance on helping young people to experience and handle risk is part of preparing them for adult life and the world of work. See <b>Sources of Information and Support</b>.</li> <li>There are also links here with unit <b>SC 1/2 Safety Contexts</b>.</li> <li>See the <b>Teaching Guidance</b> for <b>Group Mixing</b> activities.</li> <li><b>The Smart Crew</b> <a href="http://www.childnet-int.org/kia/primary">www.childnet-int.org/kia/primary</a> can be used as a whole class teaching tool to explore relevant e-safety messages for children of this age group.</li> </ul>

## Section H - Assertiveness

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
11. To be able to use assertive voice and body language.	<p><b>To be able to:</b></p> <ul style="list-style-type: none"> <li>understand and demonstrate that there are different ways of saying 'no'</li> <li>demonstrate my 'I really mean it' voice and assertive body stance</li> </ul>	<p>11.1 <b>Say No, Show You Mean It.</b> Discuss with the children a range of everyday situations in which they need to say 'no'. If you have a large space available, these examples could be introduced by using the carousel technique:</p> <ul style="list-style-type: none"> <li>Your mum offers you an extra helping of chips but you are full up.</li> <li>Your granddad asks if you would like to go into town with him but your favourite TV programme is about to start.</li> <li>A group of children from your street ask you if they can take your new football to the park. You know they don't take care of things that they borrow because last week they lost your friend's ball.</li> <li>The babysitter puts his arm around you when he is telling you a story and you don't feel happy about the touch.</li> <li>The babysitter puts her arm around you when she is telling you a story and you don't feel happy about the touch.</li> <li>You and Uncle Mike like playing rough and tumble games together. One day he starts a tickling game which feels fun to start with but then it begins to make you feel uncomfortable and you want it to stop.</li> </ul> <p>Discuss with the children ways in which they could say 'no' to each situation. For example, a 'no thank you' to someone offering you a sweet is not the same kind of 'no' you would use when someone is trying to make you do something you do not want to, or is touching you in a way that you do not like.</p>	<ul style="list-style-type: none"> <li>See the <b>Teaching Guidance</b> for information on using a <b>Carousel</b>.</li> <li>Assertiveness is also covered in units <b>AB 1/2 Anti-bullying</b> and <b>ME 1/2 My Emotions</b>.</li> </ul>

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>11.2 <b>No Means No.</b> Explain that sometimes we need to show with our voice and body language that we are saying a very firm 'no'. In order to help children realise that they have a voice range which can express how they feel, try a group chant activity.</p> <p>The class says together '<b>No means no</b>'. Explain that they are going to say this over and over, starting with a voice in a whisper and gradually getting louder. When they hear their normal speaking voice, the children should put their hands next to their mouths. When their voices reach their 'I really mean it' level, they stand up and put their hands in the air. When their voices have moved up, until they are shouting as loudly as they can, they put their hands on their head and stop. Ask children to demonstrate their 'I mean it' voice in a short exercise with a partner. Ask them to make sure the body language fits with the tone of the 'no'. You can demonstrate this first by showing that the body should be drawn up to its full height and eye contact should be made with the person concerned. Emphasise that they should not step backwards as they are saying 'no' because this could make them look as though they are frightened. In fact, sometimes a small step forward can help. Explain that a shouting voice is not often necessary but could be used if they needed to attract the attention of people around them. Emphasise that sometimes it is hard to say 'no' when you are frightened or upset and if they cannot manage to say 'no', it is not their fault. Children should always tell an adult from their Safety Circle if anyone has upset or hurt them in a way that has given them a 'no' or 'I'm not sure' feeling.</p>	

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

Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
12. To be able to review the Safety Circle to demonstrate what they have learnt and be able to share this with others.	<b>To be able to:</b> <ul style="list-style-type: none"> <li>demonstrate that I understand how to tell if I have a worry</li> <li>say what I have learned about keeping myself safer</li> <li>share these ideas with others</li> </ul>	<p>12.1 <b>What, When, Who and How to Tell.</b> For this activity, children will need their Safety Circles. If they wish to add names at this point, this is acceptable. Remind the children that our sixth sense tells us about people and things that happen. Sometimes it is fun to share happy things with the people in our Safety Circle. Ask children for examples of happy things they like to share. When we are hurt, upset or unsure about something or somebody we do need to tell someone from our Safety Circle. Telling about these things is not always fun and sometimes quite hard to do. Ask the children why we need to tell about unhappy feelings. Explain that if we keep unhappy feelings to ourselves, they do not always go away and sometimes they get worse. People from our Safety Circle can try to help us feel better.</p>	<ul style="list-style-type: none"> <li>Be sensitive in situations where there have been recent family breakdowns or bereavement. It might be appropriate to discuss the child's Safety Circle with them before this lesson.</li> <li>See the <b>Teaching Guidance</b> for information on the <a href="#">Safety Circle</a>.</li> <li>The book <b>I Can Be Safe</b> is a helpful resource to reiterate the messages from this activity around our rights to feel safe and to learn from our mistakes.</li> <li>Teachers should use this opportunity to reiterate examples of when children should tell about e-safety issues. These might include seeing something on screen that is upsetting or worrying, receiving an upsetting message online or when the computer presents them with options that they do not understand.</li> </ul>
		<p>12.2 <b>Mighty Listener.</b> This game should be played at this point to remind children to use all their senses to help keep themselves safer. A chosen child turns their back to the group and becomes the listener. The teacher points to someone in the group, who starts to talk. This person becomes the speaker. S/he can say anything from a greeting to singing a short song. They can do this using their own voice or disguise their voice. The listener has to guess who the speaker is. If the correct speaker is chosen, the speaker becomes the listener, a new speaker is identified and the game begins again. The listener can have up to two guesses and if they cannot guess correctly, the speaker identifies themselves and becomes the new listener.</p> <p>Remind children that we should not keep secrets that make us feel bad. These secrets can put us at risk. Hugs, touches and kisses should not be kept secret. If someone has threatened us into keeping a bad secret, then THEY are in the wrong. We should encourage children to tell someone on their Safety Circle.</p>	<ul style="list-style-type: none"> <li>Listening skills are also covered in unit <b>WT 1/2 Working Together</b>.</li> </ul>



Learning Objectives	Possible Success Criteria	Teaching Activities	Points to Note
		<p>12.3 A quick way of assessing what children have learnt can be initiated by using a <b>Circle Time</b> round, starting with the sentence stem, <i>One thing that I do to keep myself safer is ...</i> Try to encourage children to say different things which can help keep them safer.</p> <p>12.4 A more exciting way of assessing what the children have learnt could be by holding a <b>Safety Day</b>. This could be organised for the whole school or just a year group/key stage. This could include the following:</p> <ul style="list-style-type: none"> <li>• Children running an assembly showing role plays and sharing the safety rules they have learnt.</li> <li>• An art exhibition of safety posters that children have created.</li> <li>• An outdoor assembly, where children can try out some of the games they have learnt, e.g. <i>Mighty Listener</i>, <i>As If By Magic</i>, <i>Wink Murder</i>.</li> <li>• Invite the local PCSO to visit to talk with groups of children about their job role.</li> <li>• Invite the NSPCC to run an assembly and/or workshop.</li> <li>• Give children access to the IT suite where they can view suitable personal safety websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure you follow your school's policy on Use of Visitors.</li> </ul>



## Resources to Support this Unit

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

1. Safety Scenario Posters
2. Keeping Safer Outside School (PowerPoint Presentation)
3. Body Maps
4. Touches PowerPoint Presentation
5. Touches Posters
6. Billy and the Babysitter: helping children to tell

These resources are directly referenced within this unit

### Feeling Scared Althea

This book focuses on feeling scared, how our bodies react and how some children have learnt to cope with these feelings.

### Feeling Worried Sally Hewitt

This book explores situations and experiences that are familiar to children and practical suggestions for coping with these emotions.

### Intuition Sue Hurwitz

This book refers to and gives good examples of the sixth sense and how we use it.

### In the Home (Safety First) Ruth Thomson

This book looks at every area of the house, both inside and outside, using photographs to highlight dangers and gives advice on how to keep safer in each situation.

### The Red Balloon (DVD) Albert Lamorisse

This silent film can be used for encouraging children to observe rather than listen.

### Out and About from the Look Out! series – Claire Llewellyn

This book focuses on children understanding different ways to keep safer when they are out and about.

### Feely Bags

You need a set of small cloth drawstring bags, just big enough to hold an object and a child's hand without falling open and revealing the contents.

### My Body - Peter Alsop

This song can be downloaded to an MP3 player or interactive whiteboard from the internet.

### My Body Belongs to Me Gill Starishevsky

This book gives a very clear message that a child's body belongs to them. There is a reference to sexual touching and how the child in the story tells about this.

### The Right Touch Sandy Kleven

This is a story book that shows a boy's mother explaining 'yes' and 'no' touches. When read to the class you may wish to reword some of the text to suit your particular class.

### Looking After Myself Sarah Levet

This book covers all of the activities from this unit, including getting lost, touches, secrets and assertiveness.

### I Can Be Safe Pat Thomas and Lesley Harker

This book simply re-caps how children can keep safer inside and outside.

These may also support work on this unit:

### No Worries Marcia Williams

This book uses a cartoon format to explore a huge number of situations that children might find themselves in and worry about.

### Emily and the Stranger Michaela Morgan

This book recounts how some children remember the safety rules.

### The Sixth Sense and Other Special Senses Karen Hartley et al

This book looks at all the senses, including our sixth sense.

## Sources of Information and Support

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

### Education Child Protection Service, Cambridgeshire County Council

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

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

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

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

The Child Exploitation and Online Protection (CEOP) site which gives clear e-safety advice and guidance to children, teachers and parents/carers. In the '5-7' section, children can follow the adventures of Lee and Kim, which include relevant e-safety messages for children of this age group.

### The Hector's World Safety Button

[www.thinkuknow.co.uk/5\\_7/hectorsworld/Hectors-World-Safety-Button1/](http://www.thinkuknow.co.uk/5_7/hectorsworld/Hectors-World-Safety-Button1/)

A free download which children can click on if they see something that makes them feel confused or scared when they are using the computer. They can click on Hector to cover the screen and ask for an adult to help them.

### 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.

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

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

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

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

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

Provides information for professionals, parents/carers and staff. To purchase resources go to [www.nspcc.org.uk/learningresources](http://www.nspcc.org.uk/learningresources)

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

(National Coram Life Education website)

Programmes to support and enhance Drug and Health Education in primary schools. This work is predominantly delivered through a visit from the Life Education Centre classroom with trained educators. Cambridgeshire and Peterborough – contact Cambridgeshire PSHE Service – 01480 376256.

Links between Unit PS 1/2 and LEC programmes:

The Year 1 and Year 2 LEC programmes both include time to reflect upon the people who keep them safe and who they could talk to.

**Cambridgeshire Education ICT Service**

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

**Safe** [www.digitalme.co.uk](http://www.digitalme.co.uk)

Safe is a programme of practical activities to develop children's skills, confidence, skills and safety awareness when using social network sites. Cambridgeshire schools can contact the ICT Service for further information.

**Outdoor Education Adviser Service** (CCC portal resource id 279), or your local Outdoor Education Service. For your local OE adviser a list is on [www.oeap.info](http://www.oeap.info) Cambridgeshire schools - for advice and guidance about planning and organising visits and out of school learning opportunities see Evolve website [www.cccpccvisits.org.uk](http://www.cccpccvisits.org.uk)  
For national information and guidance about organising visits and off site learning, see [www.oeapeg.info](http://www.oeapeg.info)

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

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

**Cambridgeshire Healthy Schools Programme**

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

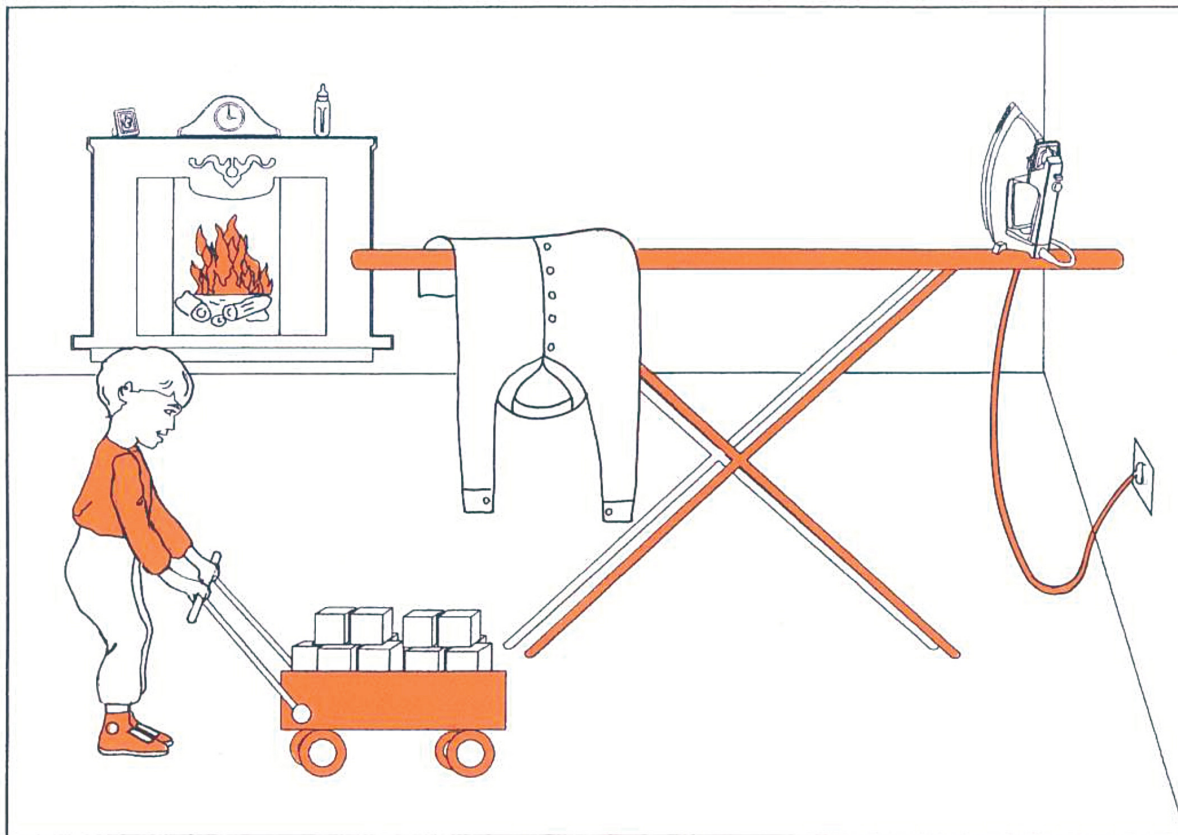
# *Cambridgeshire Primary Personal Development Programme*

## **Healthy and Safer Lifestyles 9 • PS 1/2 Personal Safety**

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### Resource 1 - Safety Scenario Posters

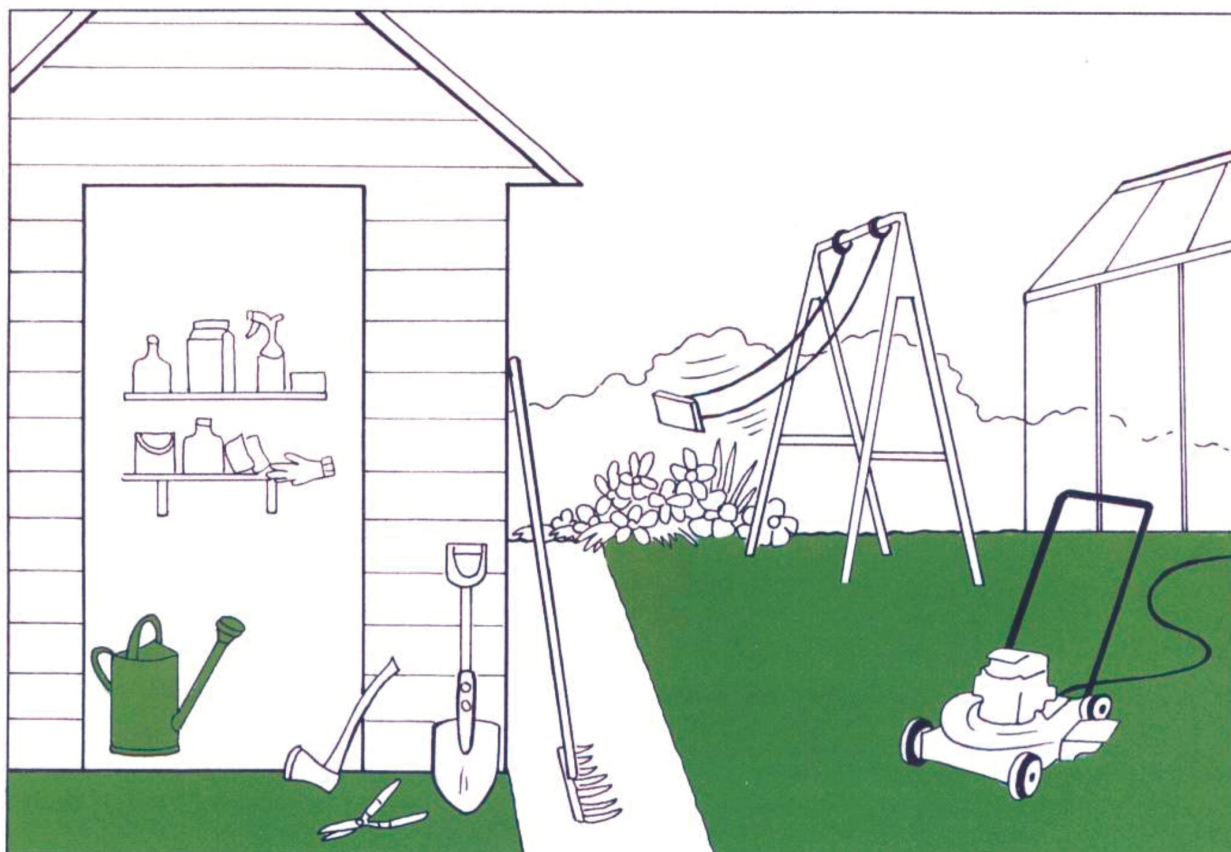




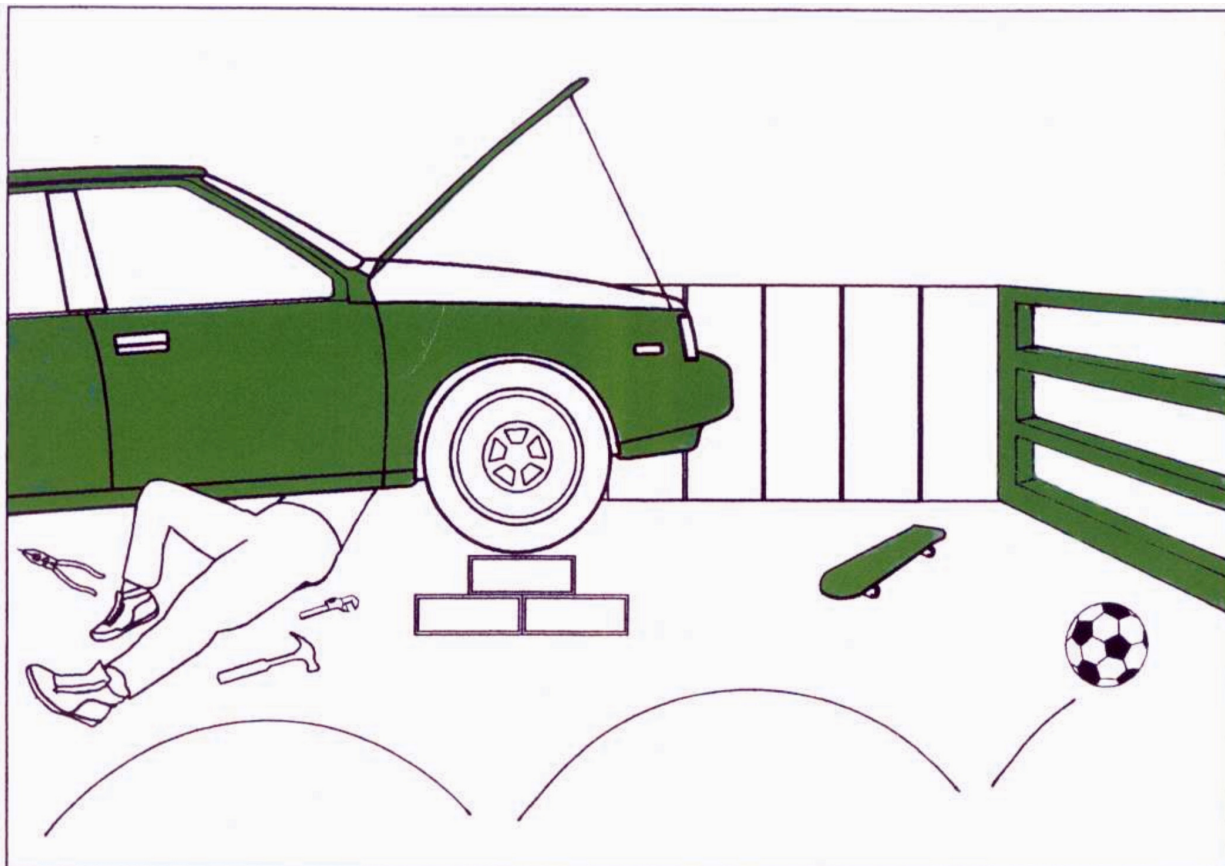


# Cambridgeshire Primary Personal Development Programme

## Healthy and Safer Lifestyles 9 • PS 1/2 Personal Safety

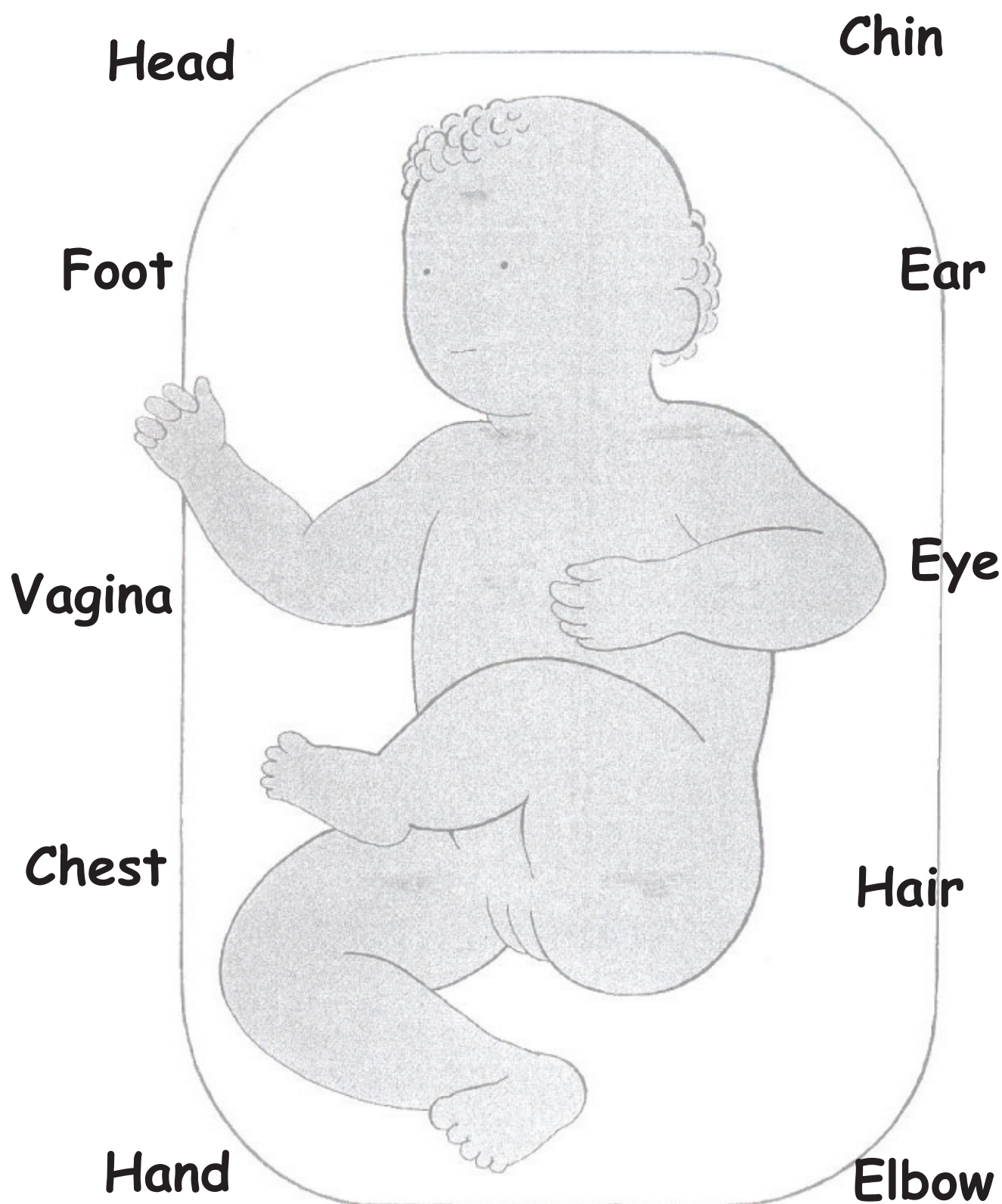


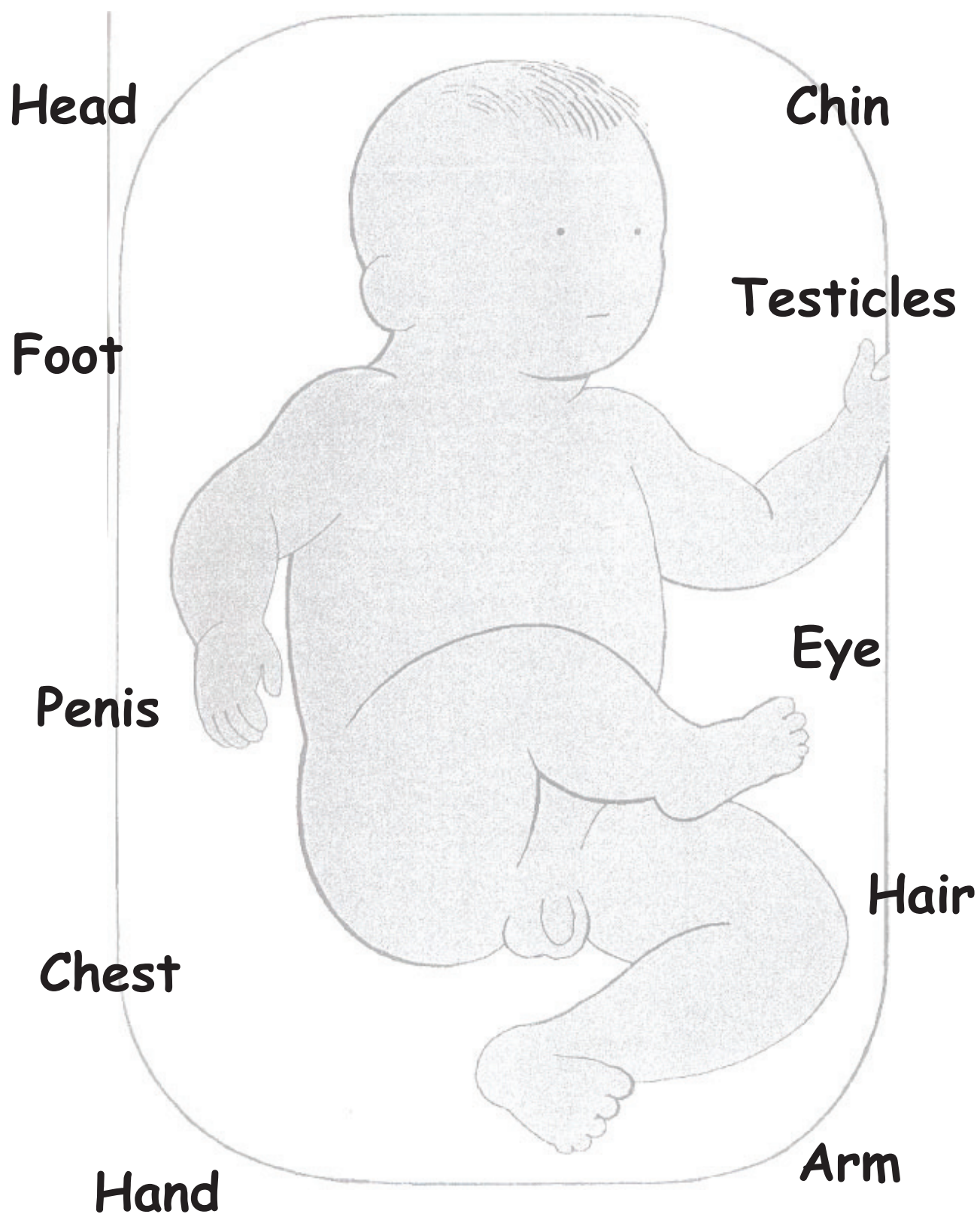






## **Resource 3 - Body Maps**





## **Resource 5 - Touches Posters**

