



Safe learning environment

To support a safe learning environment for this lesson

- Read the *Preparing to deliver Growing up with Yasmine and Tom* section of this resource and consider as appropriate.
- Recap and display the ground rules that were agreed by the class and will be revisited during each lesson to ensure that everyone feels safe and valued in these lessons. These could include: listen respectfully; join in and help others to join in; there are no wrong answers; you have the right to pass; it's ok to disagree; it's ok to change your mind; be careful with what you share (you might want to share private and personal information with a trusted adult only).
- Reflect on the needs of the class and make changes to this lesson plan to meet these needs.
- Brief support staff to ensure they use language and promote values consistent with this lesson (and those of the school community).
- Reflect on and develop responses to questions that could be asked by pupils.



Resources required

- Interactive whiteboard resource: Keeping safe: Out and about.
- Interactive whiteboard resource: Keeping safe: People who can help me.
- Interactive whiteboard resource: Taking care online.
- Selection of pictures showing various safe and unsafe activities such as playing a game with a friend or family, someone crossing the road with headphones on, running in the kitchen etc. These could be created to suit the group or there are several example of safe/unsafe activity sort cards online. Depending on the group, have some which initially look safe but might not be, such as stroking a cat or dog.



Aim of lesson

- To have an awareness of some of the ways that they can keep themselves safe.
- To build a support network of people who can help them.



Learning outcomes

- I can recognise when a situation is safe or unsafe.
- I can describe some ways that I can keep safe.
- I can describe how to get help.



Key questions

- What do we know about keeping our bodies safe?
- How can we stay safe when we are out and about?
- Who can help us when we are feeling unsafe or when we have a problem we cannot solve on our own?
- How can we stay safe online?



Differentiation

- It may benefit some children to take part in some pre-learning to support their engagement in this lesson.
- Some higher attaining children will be able to explain experiences of risk-taking and how to decide when there is a safe risk and an unsafe risk. This could be done using current favourite children's TV programmes, films or cartoon clips to highlight risk taking and how the characters could and do manage the risk.



Introduction to lesson and baseline assessment

1. Recap the learning from the previous session. Ask: what did Pantasaurus teach us about our bodies? Remind the children that their bodies belong to them and that it is not ok for anyone to touch them without permission.
2. Tell the children the *learning outcomes* for this lesson and recap the *ground rules* for keeping everyone safe and valued during these lessons.
3. Issue a set of safe/unsafe activities sort cards to each group of 3 or 4 pupils and ask them to sort the pictures into groups of activities that are safe, unsafe or not sure.



Activities

4. Use the Yasmine and Tom interactive resource: Keeping safe: Out and about. Support discussion about the potentially unsafe situations on the park picture.
5. Ask talk partners to discuss and feedback: are all strangers unsafe? How do we know?
6. Use the Yasmine and Tom interactive resource Keeping safe: People who can help me. Which of the adults might be strangers and which are not?
7. Explain that sometimes we need help at home too, for example when playing online. Use the Yasmine and Tom interactive resource: Taking care online. Ask: what other ways can we stay safe online? Discuss the importance of not putting any personal information online, and that we should only use the internet with adult supervision. Ask talk partners to discuss and feedback what personal information someone should not share online.
8. If we are feeling unsafe or we have a problem who can we ask for help at school? As a class the teacher creates a 'Helping Hand' picture. Model drawing around your hand, then drawing and labelling 5 different adults who can help us in school, one on each digit. This can be displayed in class.
9. Children then have a go at creating their own helping hand picture with 5 adults that they feel safe with and could ask for help. These could be in and out of school and can be taken home or left in drawer at school.



Plenary and endpoint assessment

10. As a class create a list of things everyone can do to keep safe both on and offline. Teacher to write the list.
11. Show some of the *helping hand* pictures and remind the children that they can always get help even if they have a problem that's big or small.



Embedding learning

- Homework task: Ask the children to write and draw as much as they can remember from their learning about Growing Up with Yasmine and Tom.



Additional resources to support learning

- CEOP Online Safety resources.*
- NSPCC Share Aware resources.*

* FPA referral does not mean external resources and links are approved by the PSHE Association.