



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.
- In one of the scenarios used a class member keeps touching Yasmine's hair. This may be something which particularly happens in schools where Black or mixed-race children are in the minority, and other children 'other' them by referring to their different hair and touching it. Whatever the situation, remind the class that we do **not** have the right to touch someone else anywhere on their body without their permission. This scenario is also an opportunity to revisit learning in the body parts lesson.
- Developing knowledge and skills to get help is a key aspect of learning in PSHE.
- Be sensitive to pupils who may struggle to identify people they feel comfortable to talk with.



Resources required

- Interactive whiteboard resource: People who can help us with online safety.
- Teacher helpsheet H: CEOP reporting.



Aim of lesson

- To ensure all pupils know who they can ask for help.



Learning outcomes

- I can identify someone I can ask for help if I need it.
- I can explain what the CEOP reporting symbol means.



Key questions

- Who can I talk to if I am worried or sad?
- How can I report something that makes me feel safe online?



Differentiation

- Provide some picture cards of people who can help us to support those who might need it in this lesson. For example, grown-up at home, grown-up at school, friend, Childline etc.



Introduction to lesson

1. Remind the group of their group agreement about treating each other with respect.
2. Show the group pictures of Tom and Yasmine looking sad on the whiteboard. A voice over will tell us that Tom is sad today because he has been being bullied in the playground. Ask the group if they have any advice for Tom so that he can improve this situation and feel happier? Ensure that amongst the suggestions is telling someone. Encourage the group to think about the range of people Tom could tell including school staff, friends, family, or Childline.



Activities

3. Yasmine's voiceover tells us that she is feeling sad because she has been arguing with her mum all weekend. Split the class into small groups and ask them to come up with some advice for Yasmine to help her improve the situation. Feed this back and complete on the interaction.
4. Yasmine is feeling worried because someone in her class keeps touching her hair and she doesn't like it. Split the class into small groups and ask them to come up with some advice for Yasmine. Ask the group to come up with ideas about what Yasmine should do, including telling someone. Explore the range of people Yasmine could tell and any ideas and 'scripts' for responding herself. For example, 'stop it - I don't like it'. This is an opportunity to reinforce previous learning about consent and asking permission before we touch someone. Get feedback from the small group work and complete on the interaction.
5. Explain you are now going to think about getting help if we are worried about something online. Show the group the animation/pictures of Tom and his stepbrother in their living room. Tom is watching TV and his brother is playing on the computer. His brother goes to get his dad and tells him that he was chatting with a friend on a website, but now some other people have joined in the conversation and they have been asking lots of questions. His friend has told them they are aged 12 and the area he lives in and now they are talking about meeting up. His dad goes on and shuts down the programme and goes to the CEOP website. He calls Tom over and explains to both of them about the reporting.
6. We see the reporting logo while Tom's stepdad explains it



7. Ask the group if they know where they could find this button. Check the subject knowledge sheet to make sure all the places are mentioned. At this point you could also revisit other online safety messages or do this as a follow-up lesson.
8. Ask pupils to consider what they would do if someone they asked for help did not help them. Remind them that in these circumstances they could ask someone else.



Activities Continued

9. The learning could be followed up with a choice of activities including.
- Pupils draw around both hands. On one hand they identify the people that they can talk to in school if they felt worried or unsafe. On the other, people that they could talk to outside of school.
 - Design a poster which promotes where to go for help.
 - Design own online hero or heroine who could come and help us if we had a problem.



Plenary and assessment

- The final activity can be assessed to ensure all pupils can identify at least one person they can ask for help.
- Ideas for assessing knowledge, understanding and skills across the whole module are outlined on the module 2 assessment ideas sheet.



Embedding learning

- Display the 'getting help' posters and posters for external support such as Childline.



Additional resources to support learning

- www.kidscape.org.uk for bullying and sexual abuse resources.*
- www.thinkuknow.co.uk CEOP website.*

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