

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.
- It is essential for pupils to understand that it is important to ask for/seek help and that no issue is too awful or small that it cannot be discussed.
- This lesson can be used to promote help and support services within the school for example a school nurse could come in or worry boxes could be discussed.



Resources required

- Pens.
- Paper.
- Interactive whiteboard resource: People who can help.
- Contacting Childline video from their website:
<https://www.childline.org.uk/toolbox/videos/contacting-childline/>*
- Hand outline template (or other visual).
- Worksheet W: Getting help.



Aim of lesson

- To learn about who can help including external services and know that it is good to talk no matter what the issue.



Learning outcomes

- I can describe what Childline is and how to access it.
- Using my helping hand, I can identify who I can go to for help.
- I can explain that there is nothing too awful or small that I can't talk to someone about it.



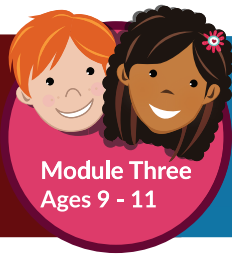
Key questions

- What is Childline?
- Why might someone call Childline?
- Who can I ask for help?



Differentiation

- Revisit interaction activity 1:1 for pupils who may need it.
- Handprint template with examples of words and pictures to stick on to the hand.
- See assessment scaffolding suggested below.



Introduction to lesson and baseline assessment

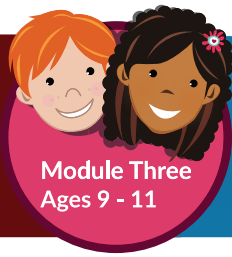
1. Remind/revisit class *ground rules*.
2. Start by asking pupils to write or draw a list of who/where a person in year 5 or 6 could go to if they were worried and why they might go to that person or place. This activity can be used to assess and add to the helping hand activity at the end of the lesson. Any gaps in knowledge and understanding could be added to during the lesson.
3. Today we will be looking at who can help us when we feel unsafe or worried and how we can ask for help. Revisit discussions that you have had previously about difficult issues, such as safe touch or changes at puberty.



Activities

4. Open the interaction on the screen. Show the group the interaction that shows Yasmine upset. Her friends have said they don't want to play with her. Yasmine doesn't want to tell her mum. Briefly discuss why Yasmine might not want to tell her mum e.g. doesn't want to worry her; feels that she should be able to deal with it herself; worried her mum will make a really big deal about it; worried mum might go to school or call other parents/ carer etc. Ask the group who Yasmine should/could talk to?
 - a. Teacher.
 - b. Grandfather.
 - c. Friend.
 - d. Childline.

All the answers could be correct.
5. Split the class into 4 groups and give one group a card with 'Teacher' on it, another group 'Grandfather', another group 'Friend' and another group 'Childline' Ask the groups to discuss the pros and cons of Yasmine speaking with this group. For example, talking with Childline will be anonymous, but won't be someone Yasmine knows. Use this as an opportunity to talk again about confidentiality and trusting someone.
6. Show the Contacting Childline video from their website and pick up any key points.
<https://www.childline.org.uk/toolbox/videos/contacting-childline/>
7. Ask pupils to return to their groups and to advise Yasmine on how she could start the conversation with the person or organisation they were given previously. Feedback and record the language of asking for help.
For example: I was wondering if you could help me with something...Do you have some time to spare to talk with me about my friends...If I talk to you about my friendship issues will you be able to keep it confidential...?
8. Reinforce the message that it may depend on what the issue is before we speak with someone else. Also explain that if it is difficult to talk about something, we can write it down and put it in a worry box or on Childline message boards. Ask the pupils what Yasmine should do if the person that she spoke with is **not** able to help. Reinforce the idea that sometimes we need to ask for help several times before we receive the help we need.
9. All pupils will create a helping hand (or other visual). Draw around hand and in each digit write (or draw) the people or services that they feel comfortable to go to for help.



Plenary and assessment of

There are a range of methods that could be used to assess learning and understanding across this module and encourage reflection on their progress. For example;

- In groups or as individual's, pupils could create a mind map of everything they have learnt. You may need to provide a lesson by lesson reminders of what has been covered to support this. For pupils with additional needs this could be scaffolded so that the mind map is laid out with a few key words for the pupils to add detail to using either words or pictures.
- In groups, pupils could create their own quiz (with answers) and challenge another group.
- Pupils could create a guide for other pupils their age and decide what the key points to be included are.
- Pupils could complete the self and peer assessment sheet where they have an opportunity to share evidence of their understanding gained through the unit.



Embedding learning

- Display Childline and other getting help posters around the school and repeat messages regularly about where to go for help.
- Invite the school nurse in to meet the class to talk about what support they provide in local primary and secondary schools.



Additional resources to support learning

- Childline <https://www.childline.org.uk/>
- NSPCC <https://www.nspcc.org.uk/>

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