



Solihull
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Happy and safe Relationships

A unit of learning for primary aged children
in Solihull schools and settings.



Happy and Safe Relationships – Primary Resource

Acknowledgements

With thanks to the learning community of Solihull, particularly the children and young people who inspire our work. Particular thanks are due to those colleagues who commissioned this work; this would not have happened without their commitment. Thanks also to Solihull's Local Safeguarding Children Board who provided support and encouragement.

Resources that have supported this piece of work have been cited and fully acknowledged throughout. We are happy for this work to be shared widely in order to in order to have the maximum potential for impact on the lives of young people. We would, however, ask that organisations using this resource:

- Keep the resource in a complete format at all times, with no additions, deletions or alterations - thus protecting the integrity of the original document;
- Acknowledge Solihull MBC fully when using this resource.
- Do not use the resource for commercial gain.

Thank you.

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or consult Solihull's Health and Wellbeing website:

<http://www.solgrid.org.uk/wellbeing/>



Introduction and Context

Following on from the success of the Healthy and Safe Relationships written for secondary age pupils, a unit of learning has now been produced for primary age children. We know that schools play a vital role in supporting children and young people to develop the skills, knowledge, values and attitudes needed to establish and maintain a range of positive relationships. This unit of learning will support teachers delivering PSHE (Personal, Social, Health and Economic) Education in addressing the often sensitive areas of relationships and personal safety both on and off-line.

From the moment they are born children are learning about the expectations they can have of others within relationships. Within early years settings, and subsequently throughout primary school, children learn about the features of happy, caring, respectful and safe relationships. This resource provides a range of opportunities to support this learning including: recognising when something doesn't feel right; knowing when, where and how to access help; managing risky situations; and raising awareness about the grooming process.

We know that the majority of primary aged children are not exposed to domestic abuse nor do they experience sexual abuse or exploitation. However, any child has the potential to be at risk of being sexually exploited, bullied or sexually abused and should be taught what makes a safe and healthy relationship as the statistics below indicate:

- Police recorded 36,429 sexual offences against children in the UK in 2013/14. This is a rate of 2.2 sexual offences per 1,000 children aged under 16 (Her Majesty's Inspectorate of Constabulary (2014) Crime recording: making the victim count).
- Child sexual exploitation often starts around the age of 12-13 (Jago and Pearce, 2008) although we know that the grooming process can begin earlier than this.
- Around 1 in 5 children are thought to have been exposed to domestic abuse (Radford, L. et al (2011) Child abuse and neglect in the UK today).

- Almost 45,000 children talked to ChildLine about bullying in 2013. NSPCC figures suggest nearly half of children and young people (46%) have been bullied at school at some point in their lives.

The Independent Inquiry into Child Sexual Exploitation in Rotherham states that:

'It is hard to describe the appalling nature of the abuse that child victims suffered. They were raped by multiple perpetrators, trafficked to other towns and cities in the north of England, abducted, beaten, and intimidated. There were examples of children who had been doused in petrol and threatened with being set alight, threatened with guns, made to witness brutally violent rapes and threatened they would be next if they told anyone. Girls as young as 11 were raped by large numbers of male perpetrators'.

Alexis Jay OBE, August 2014

It is clear that it is crucial for all children to learn about happy and safe relationships from a young age, building on their learning as they develop and grow. Delaying this learning could potentially leave children vulnerable to abuse.

It is vitally important that we take every opportunity to challenge children's perceptions of what constitutes a healthy and respectful relationship. A report from Girl Guiding provides an insight into girls' understanding of relationships.

'Although most felt they could recognise different types of controlling behaviour in theory... they were quick to make excuses for the controlling behaviour. They readily imagined situations where it might be acceptable or even their fault. Some even found this behaviour endearing'.

Care Versus Control: Healthy Relationships, 2013

This specific unit of learning is predominantly aimed at lower Key Stage 2 pupils (7-9 year olds). As with any resource, adaptation to meet the needs of the particular cohort is recommended including for using with children outside of this age range.

Personal, Social, Health and Economic Education

This unit of learning is rooted within the PSHE education curriculum for schools. PSHE education is a non-statutory subject. However, PSHE education makes a clear contribution to the stated aims of the school curriculum, as detailed in the Department for Education's statutory guidance: National curriculum in England: framework for key stages 1 to 4, published September 2013.

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- Promotes the spiritual, moral, mental and physical development of pupils at the school and of society;
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

It is clear that there is a continuing expectation upon all schools to teach PSHE education. The above National Curriculum framework states that:

'All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

The PSHE Association has developed a programme of study for PSHE education, at all Key Stages, as well as guidance for schools on developing their own PSHE curriculum:

http://www.pshe-association.org.uk/resources_search_details.aspx?ResourceId=495

Best practice in PSHE education

This unit is built upon best practice in PSHE education. Whilst that best practice cannot be fully documented here, the activities, for example, are interactive. They make use of a wide range of teaching and learning styles that fully engage pupils in the learning process with the teacher as facilitator. Importantly, in addressing such sensitive issues with children, this work is particularly mindful of one of the 10 Principles of PSHE Education, as identified through an academic literature review of research by Dr Jenny McWhirter (PSHE Association, 2009):

Start where children and young people are: find out what they already know, understand, are able to do and are able to say. For maximum impact involve them in the planning.

Establishing a baseline for the children's depth and scope of knowledge and skills is essential if the learning is to be relevant and meaningful for pupils. This could be through draw and write activities or the completion of sentence stems (see Appendix 1 for an example of this type of activity).

Investing time in establishing a safe learning environment

It is crucial that wherever this learning is facilitated, it takes place within a carefully orchestrated, safe, positive and supportive learning environment where children:

- Have contributed to a negotiated working agreement/ground rules which act to ensure that everybody, including the teacher, feels safe, their contributions valued and respected;
- Understand the inherent boundaries around confidentiality and when, where and how to access someone to talk to for support;
- Experience a curriculum that takes a positive approach which does not attempt to induce shock, fear or guilt but focuses on what children and young people can do to keep themselves healthy and safe and to lead happy and fulfilling lives;
- Can develop the confidence to ask questions, challenge the information they are offered and can contribute their own experience, views and opinions appropriately;
- Are enabled to put what they have learned into practice in their own lives, in a range of contexts.

(The above points are adapted from the work of Dr Jenny McWhirter)

In terms of confidentiality, variations on the following ground rules may be useful:

- We all have a right to privacy and nobody will be asked personal questions, nor will personal comments be made;
- We all have a responsibility to think about issues pertaining to confidentiality - what we share, where and with whom;
- Share the story, not the people (i.e. we can share something but depersonalise to ensure that the people are not identifiable e.g. I know / heard of / read about someone who...)

Additionally, children need:

- Reassurance that it is good to talk and that they belong to a supportive school where staff will always listen to and respect what pupils share with them;
- To know and understand that staff in school will not gossip about what is shared with them, but that they do have a professional duty to share information with the

safeguarding lead if they are worried that a pupil is at risk of significant harm. Pupils also need to be clear that the child concerned will always be supported.

- All organisations and agencies need to be completely clear and transparent with children about confidentiality. Clarity of understanding plus consistent and coherent practice should enhance trust, giving children the confidence to access support and advice, thus promoting wellbeing and safety.

Circle time

Many of the activities and lessons that follow lend themselves well to a 'circle time' approach. 'Circle time' is a term used by many teachers to describe a time when the whole class, including all adults in the room, sit in a circle preferably on chairs. Sitting in a circle is important for two reasons. First, it is practical because everyone can clearly see and hear everyone else. Second, there is no front or back, no beginning or end, no 'best' or 'worst' position – everyone is in an equally good place to take part in the activities, including the teacher. Children see this as 'fair' and it helps teachers to work on the idea of equal respect for everyone, an attitude that is developed through circle time.



Relationships and Sex Education in Schools

Both the Department for Education and the Office of the Children's Commissioner recognise the role of schools and Relationships and Sex Education in enabling children to keep themselves safe.

'Governing bodies and proprietors should consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or – for maintained schools and colleges – through sex and relationship education (SRE).'

Keeping children safe in education: Statutory guidance for schools and colleges.
July 2015

'The OCC identified that Relationships and Sex Education is an important means of equipping young people with the knowledge to recognise abuse, understand the issues around sexual consent and healthy relationships, and mitigate the impact of pornography on attitudes and behaviour. Schools have a vital role to play in delivering this educational content to all children in England.'

"If it's not better, it's not the end" Enquiry into Child Sexual Exploitation, in Gangs and Groups: One Year On, Office of the Children's Commissioner, Feb 2015

In schools, it is intended that this learning is woven into the universal provision for Relationships and Sex Education (RSE), or Sex and Relationships Education (SRE) as it is referred to nationally, as part of the planned personal, social, health and economic education (PSHE) curriculum.

This work supports a school's 'moral purpose' as well as aspects of a school's legal obligations:

- It is compulsory for all maintained schools to teach some aspects of sex education as detailed within National Curriculum Science;
- The broader topic of Sex and Relationships Education (SRE) is contained within non-statutory PSHE and is strongly recommended within Government SRE Guidance (2000). School governors are, in law, expected to give 'due regard' to this guidance. This includes Academies;
- Both primary and secondary schools are legally obliged to have an up-to-date policy for Sex and Relationships Education;

- It is the responsibility of the school's governing body to ensure that the policy is developed and made available to parents. Parents have a right to withdraw their children (until the age of 19) from any school SRE outside the Science Curriculum;
- Schools have a legal duty to promote the wellbeing of their pupils (Children's Act 2004) and SRE contributes to this duty;
- The Equality Act (2010) applies insofar as issues pertaining to SRE should be taught in a way that does not subject pupils to discrimination e.g. because of sexual orientation, gender or other protected characteristics.

Ofsted Requirements

In Ofsted's most recent Common Inspection Framework (September 2015), inspectors passing a judgement of outstanding would expect to see evidence of pupils having; *'... an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation' as part of the judgement for Personal Development, Behaviour and Welfare.'*

When evaluating the effectiveness of leadership and management, inspectors will consider, amongst other things;

'the work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils are vulnerable to these issues.'

In a report into the state of PSHE education across the country Ofsted noted;

'A lack of high-quality, age-appropriate sex-and-relationships education in more than a third of schools is a concern as it may leave children and young people vulnerable to inappropriate sexual behaviours and sexual exploitation. This is because they have not been taught the appropriate language or developed the confidence to describe unwanted behaviours or know where to go to for help'

Not Yet Good Enough: personal, social, health and economic education in schools.
Ofsted, May 2013

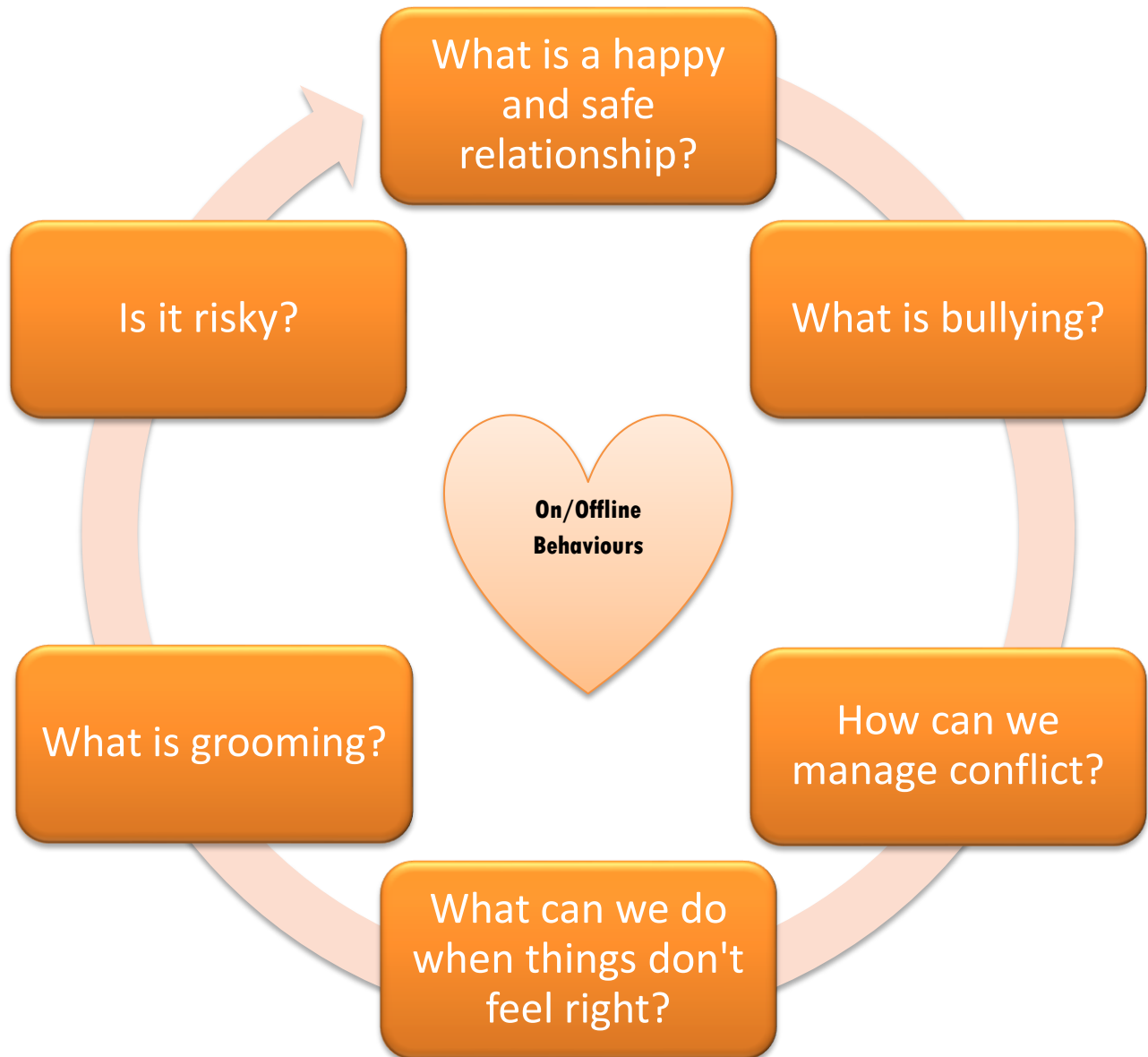
Before embarking upon the teaching of this unit, it is imperative that schools and other learning providers check, and are fully cognisant with, their organisation's:

- RSE / SRE policy, ensuring that the content is fully permissible within that policy. Any content that goes beyond the policy will need to be agreed with Governors and shared appropriately with parents;
- Safeguarding policy and procedures.

- Also see <http://www.solihull.gov.uk/staysafe>

Learning

There are 6 lessons within this unit, addressing the following key questions:



Each of the 6 lessons that are provided here could be extended to a whole unit of learning in its own right. Indeed, each aspect is addressed quite minimally with a view to schools building upon pupils' prior learning and expanding opportunities to further and deepen that learning. Additional resource ideas are provided for each lesson in order to support further planning and delivery.

Learning about happy and safe relationships should include a focus on both online and offline relationships. It is intended that this should be threaded throughout the unit of learning as a central component. To support schools and education

providers, a range of websites containing high quality teaching and learning activities and resources that are focused on keeping safe online are cited on page 11.

In a report by the NSPCC's, online harm has a key focus. It states that:

'The internet can be extremely beneficial for children; they can use it to learn, communicate, develop, create and explore the world around them. However, too often, it also leaves them vulnerable to risks and exposes them to experiences that they find upsetting. These online risks are not always fully understood but it is essential for children's safety that they are addressed. For many children there is no distinction between their online and offline lives'.

NSPCC, 2015, How Safe are our Children?



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Safe online relationships

It is anticipated that schools will thread education about safe online relationships throughout the learning opportunities provided in this resource so that it is explicit in each of the lessons.

Additional teaching and learning opportunities, resources and support relating to keeping safe online

- ☺ CEOP: (including reporting inappropriate online behaviour) The site contains tabs for reporting specifically designed for 5-7 and 8-10 year olds.
<http://www.ceop.police.uk/safety-centre/>
- ☺ Childnet International:
Resources for professionals working with young people
<http://www.childnet.com/resources> and advice and activities for primary aged children in the hub <http://www.childnet.com/young-people/primary>
- ☺ Thinkuknow: http://www.thinkuknow.co.uk/5_7/ and http://www.thinkuknow.co.uk/8_10/ has activities and advice for children.
- ☺ UK Safer Internet Centre: <http://www.saferinternet.org.uk/advice-and-resources/young-people/3-11s>



Lesson 1: What is a happy and safe relationship?

Objectives:

- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships;
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support;
- To be aware of different types of relationship, including those between acquaintances, friends, relatives and families.

Learning outcomes:

We will be able to:

- Identify some of the things people do/say that make us feel good/bad;
- Describe some of the features of healthy/unhealthy relationships;
- Suggest positive ways of making ourselves feel happier when negative things happen in relationships;
- Identify some of the important people in our lives.

Starter

Throw ball/soft object to each other calling out an adjective to describe a good friend e.g. kind, funny, helpful etc..

Ground rules

Sort statements and identify top 5 ground rules for these sessions (Appendix 2 – Resource sheet 1)

Main activity

Ask children to think of some of the things that people say or do that make them feel good. Thought shower some examples.

Explain that sometimes people say and do things that make others feel bad – these might be clues that the relationship is an unhappy/unsafe one. Ask the children to thought shower as many signs as they can that a relationship is not happy/safe.

These might include:

- saying or texting something nasty or unkind about the person;
- saying something about the person's family or friends;
- name-calling;
- laughing at someone or making fun of someone (imitating them);

- leaving someone out or not responding to someone when they talk to you;
- rolling eyes etc.
- physically hurting someone
- persuading someone to do something that might be harmful

If possible, have the children construct a giant paper or card jigsaw in the shape of a child, with a big smile on their face.

Begin the story (Pick Me Up, Don't Put Me Down, SEAL, Year 5 & 6 Relationships) with the jigsaw complete and choose children to take away pieces each time something happens that makes the child feel bad about themselves. The story could be adapted to reflect current issues within the class or an alternative story used. Make sure there are enough pieces in the jigsaw to match incidents in the story.

When you have finished the story, ask the children to say what they could do to make the child feel better about themselves. What could the child do to make themselves feel better – positive self-talk, asking for support. As they offer suggestions, use the jigsaw pieces to 'put the child together again'.

Draw out that positive relationships are about making people feel good about themselves and supporting each other. (Adapted from SEAL Relationships Year 5 & 6 resource book, Pick Me Up, Don't Put Me Down

<http://webarchive.nationalarchives.gov.uk/20110809101133/nsonline.org.uk/node/87009>)

Use scenarios (App 2 Resource sheet 2 – Relationship Scenarios) to consider the following:

What actually happened?

How did the different characters feel?

Can we tell if the relationships were healthy/unhealthy? What clues are there?

Consider what might happen next. How might the characters end/continue the relationship?

(Scenarios adapted from from KS2 Safeguarding Lesson 2 What makes a good friend? <http://wherestheline.co.uk/KS2safeguarding/> D2 Digital by Design)

Closing activity

Split class into 4 groups and give each a large sheet of paper with a question on:

- What is a relationship?

- Who are relationships between?
- What makes a relationship happy/safe?
- Happy relationships make us feel ...

Give each group 1min to put as many sticky notes as they can on in answer to the question/statement. Rotate groups with subsequent groups given 30secs. Ask children to feedback to class at the end and keep for display in the next lesson

Other activities:

- ☺ Show children <http://thegreatproject.org.uk/children.html> - useful for signposting to support and introducing terminology of domestic abuse.
- ☺ The Expect Respect Educational Toolkit consists of one 'Core' lesson for each year group from reception to year 13 and is based on themes that have been found to be effective in tackling domestic abuse.

<http://www.womensaid.org.uk/page.asp?section=00010001001400100004§ionTitle=Education+Toolkit>
- ☺ Real Love Rocks – Session 1 Healthy Relationships

Real Love Rocks is a programme developed by Barnardo's Safer Futures West Child Sexual Exploitation Service to promote healthy, consensual safe, relationships amongst children and young people. It seeks to raise awareness of grooming, child sexual exploitation and online safety. The primary edition focuses on the importance of feeling free, happy and safe in future relationships.

<http://www.barnardosrealloverocks.org.uk/>

Lesson 2 – What is bullying?

Objectives:

- to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, how to respond and ask for help);
- to recognise ways in which a relationship can be unhealthy and who to talk to if they need support;
- that their actions affect themselves and others

Learning outcomes:

We will be able to:

- Explain some of the ways in which one person (or group of people) can have power over another;
- Describe a range of strategies which we have for managing our feelings in bullying situations, and for problem solving when we are part of one;
- Tell you some ways of helping to make someone who is being bullied feel better including where to go for help;
- Name some of the things we do/say that make people feel good/bad about themselves.

Ground rules

Recap on rules from session 1. Did they work for us? Does anything need to be added/taken away?

Starter (from SEAL Getting on and Falling Out) A sticky situation

The children sit in a circle. One person is in the middle and calls out 'Help, help'.

The others reply 'What's the matter?'

The person calling for help makes up a 'sticky situation' – for example, 'I'm stuck up a ladder'; 'I'm trapped in a car'; 'I'm being chased by a swarm of killer bees ...' The others reply, 'Who do you want to help you?' The person calling for help makes up a random criterion, such as:

'the tallest person';

'the person who can swim the furthest';

'the person who is the best at tables';

'the person who can speak the most languages';

‘the oldest person’;

‘the person who can skateboard the best’;

‘the kindest person’;

‘the person with the longest hair’;

‘the person who can do the best cartwheel’.

The group have an agreed time to decide who should help and the chosen person then swaps places with the person in the middle and makes up their own ‘sticky situation’.

Stress that we are all good at different things. We can all help each other.

Main activity

The main activity for this lesson uses a short film entitled Wing. Wing is a solitary, one winged creature who is harassed by a group of oppressive crows due to being weak and different from them. The film can be watched from either the Literacy Shed website where you will find accompanying lesson notes or YouTube.

<https://www.youtube.com/watch?v=G8EYYH7uB3Y>
<https://www.literacyshed.com/the-thinking-shed.html>

Use the questions from the closing activity in lesson 1 to explore the animation that the children have just watched:

- What is a relationship?
- Who are the relationships between?
- What makes a relationship happy/safe?

Is this bullying? Why/why not?

Mind map (it may be helpful to provide ‘feelings’ word banks) the feelings that Wing experienced throughout the clip and then the feelings experienced by the crows. Does Wing get angry in this clip? How does he behave? Use the scenario to explore the idea of ‘self-talk’ or replaying things in our mind. Give an example of how this can make us feel good – thinking about something we are looking forward to and the feelings involved, or bad – replay an event, catastrophising, focussing upon the negative. Explain how we can use this strategy to talk ourselves round when we are experiencing negative feelings. Discuss other strategies including asking for help.

Create 'self-talk' signs for Wing and his friend reminding them of how they can support themselves and each other whilst living in this hostile environment.

Closing activity

Circle round – ask children to complete the following sentence: Power is

Who had power in the film clip? What gives people power in real life? Is power the same as strength? Explain that at the start of the next lesson, you would like everyone to identify a strength that they have and an example of when they have demonstrated it.

Other activities

- ☺ Willy the Wimp/Willy the Champ, Anthony Browne, provides a useful stimulus for exploring strength and happiness.
- ☺ Daisy Chain by Galvin Scott Davis and narrated by Kate Winslet or Dandelion by the same author could be used as alternatives to the Wing.
<http://ilovedaisychain.com/>
<https://www.youtube.com/watch?v=1ej-HvzH05c>



Lesson 3 – How can we manage conflict?

Objectives:

- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- To recognise that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see ‘protected characteristics’ in the Equality Act 2010)

Learning outcomes:

We will be able to:

- Tell you things that we or other people sometimes do or say in a conflict situation that usually make things worse;
- Say things and do things that are likely to make a difficult situation better;
- Recognise when arguments get out of hand and help is needed;
- Ask for help when we are finding it hard to resolve our own conflicts or those of people around us.

Starter

Share strengths and example identified over the week with partner. Partner recaps on what has been said and then shares with larger group.

Ground rules

Look at rules from last week. What would be the consequences of breaking them – divide rules up amongst the class. Consider consequences for individuals, the teacher, whole class, families, school and society.

Use scenarios that have arisen as a result of rules being broken to demonstrate violent/aggressive choices versus non-violent/non-aggressive being made by the protagonists. Which course of action would give rise to happier, healthier relationships?

Main activity

Watch BBC film clip House Rules <http://www.bbc.co.uk/education/clips/znd4d2p> . Children could hot-seat the characters in the clip and explore cause and effect created by the actions of the individual characters.

Children could share times when they have experienced similar situations within friendships.

Children could devise a list of ways to deal with relationship difficulties and challenges – this could be in the form of a choices 'toolkit' or chest.

The clip could be paused for group discussion about each of Lara's questions and response suggestions.

Closing activity

Consider the following questions:

- What kinds of arguments are there (e.g. in families, between friends, between parents, between different groups of children, between other adults, between countries)?
- Is an argument always bad?
- Can it ever be good?
- Is it ever useful to be angry?

What are the signs that an argument is getting out of hand e.g. raised voice, red face, hand gestures, foot stamping, tears? – draw on body outline.

Discuss where children can go for help if an argument they are involved with or observe is getting violent and they are worried about someone getting hurt.

Ask the children to make as many suggestions as they can and then extend this by talking about all the people the children might know; include information about Child-Line, the Hideout and other possible outside agencies and make a list on the white board. Remind them that in a real emergency they can always ring 999.

(adapted from Expect Respect Toolkit – Year 3 Women's Aid)

Other activities

- ☺ Getting on and falling out – SEAL
<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal>
- ☺ Friendship Matters: Promoting Positive Peer Relationships Amongst Girls, Cardiff Against Bullying (CAB) Schools and Lifelong Learning Service of Cardiff Council
https://www.schoolbeat.org/uploads/media/CAB_Friendship_Matters-EN_01.pdf

Lesson 4 – What can we do when things don't feel right?

Objectives:

- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others;
- To recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them;
- To know about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact their body autonomy and rights;
- To judge what kind of physical contact is acceptable or unacceptable and how to respond;
- To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.

Learning outcomes:

We will be able to:

- Talk about how our bodies respond when we feel unsafe or uncomfortable;
- Identify different types of touch that people like and do not like;
- Describe some strategies for coping when we are faced with a situation that makes us feel uncomfortable including where to go for help;
- Make decisions about whether something is a surprise or a secret.

Ground rules

Recap on rules from session 3. Did they work for us? Does anything need to be added/taken away?

Starter (SEAL Relationships) I don't get it!

Play a game where the adult goes round each child in the circle, saying whether they are 'cool' or 'not cool'. Use a simple but not too obvious criterion (such as whether the child has their ankles crossed or arms folded) to decide which category each child belongs in. Do not share this with the children. Everyone has to guess the criterion and make sure they are 'cool'. After a while some children will have guessed and crossed their ankles or folded their arms. Stop the game and ask those who have not guessed (they should still be the majority) how they are feeling. Ask how they might feel if the game went on and they were the only one left in the class who had not guessed.

Main activity

Remind children of how they can be like detectives and recognise when situations might be dangerous or not quite right. Explain that our bodies are designed to give us clues that something isn't right so that we can keep ourselves safe.

In pairs, ask the children to think of as many different types of touch as possible e.g. push, hug, scratch and kiss. Ask the children which touches they like and do not like. Ask whether it makes a difference who is touching them and why? Emphasise that everyone is different, and it is important to know what each of them likes or dislikes. Everyone has the right to say what is ok and what is not ok.

On individual body outlines, ask children to draw how their bodies feel when something doesn't feel right e.g. butterflies in tummy, blushing, trembling hands, dry mouth. Discuss why the body responds in this way. When is it ok to ignore these feelings e.g. speaking in assembly, going on a roller coaster?

Around the outside, write people within and beyond their families that they can talk about these feelings to. Include Childline.

What other coping strategies might they use?

(Adapted from Health for Life Ages 8-11, Noreen Whetton)

Read Not Now Bernard – David McKee or give out cut up pages from the book for children to sequence. How would they feel if they were being ignored? How might they react in that situation? Ask children what questions they have about the story. (This would be an effective Philosophy4Children stimulus). Explore why adults might not take notice when children ask for help. How can they get their voices heard?

Closing activity

Discuss the difference between not telling someone something because it is a surprise (something that is not going to be hidden forever) and being asked to keep a secret that makes you feel uncomfortable (link with main activity).

Prepare two boxes – one as an open gift box, the other in plain paper with 'tell someone' written on it. Give out scenarios (secrets/surprises) and discuss with partner whether it should go in the surprise box or the 'tell someone' box. Discuss as group and then get children to place scenarios in correct boxes.

Adapted from TEA TREE TELLS: A Child Sexual Abuse Prevention Kit

www.teatreetells.ca .

Other activities

- ☺ Teaching SRE with Confidence (Christopher Winter Project) – Year 3 lesson 3 has activities including a problem page which addresses the issue of personal space and the feelings associated with touch without consent.
- ☺ See also activities linked to developing protective behaviours. Training and a range of resources are available here:
http://www.protectivebehavioursconsortium.co.uk/store/c1/Featured_Products.html
- ☺ Using the NSPCC PANTS Underwear Rule campaign materials would support the learning in this lesson. <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>
- ☺ Your Body is Brilliant, Body Respect for Children (Singing Dragon) – Sigrun Danielsdottir, illustrated by Bjork Bjarkdottir. This book will help children learn to love their bodies from an early age and appreciate all the things their bodies do including telling them what they need.



Lesson 5 – What is grooming?

Objectives:

- To develop strategies for keeping physically and emotionally safety online(including social media, the responsible use of ICT and mobile phones);
- To recognise ways in which a relationship can be unhealthy and who to talk to if they need support.

Learning outcomes:

We will be able to:

- describe some of the ways people might behave in an unhealthy relationship;
- name people we can talk to if we feel uncomfortable or worried;
- explain what grooming is and some of the ways of recognising it.

Ground rules

Recap on rules from session 4. Did they work for us? Does anything need to be added/taken away?

Starter

Two truths and a lie: ask children to think of two facts about themselves that are true and then another that is made up. Ask children to take it in turns to tell the class their facts and for others to guess which the un-truth is. Discuss which lies were easiest to detect?

Main activity

Ask children to think about their favourite people. Who would go on the list – write on Post-it notes? Share responses and sort them into categories e.g. people they know well, people they know through magazines, television, people they know online, imaginary people from stories etc.. Regroup into family, friends, others. Explore reasons for them being favourites. Ask the children to think about their relationships with their favourite real people. What makes the children feel safe and able to trust them? What 'rules' both specific and general, must they keep in order to get along with them? What happens if the rules are broken or changed, or if the relationship changes in ways which cause concern or unease, or which puts pressure on them?

(Adapted from Health for Life Ages 8-11, Noreen Whetton)

Make links with previous activity and any favourite people that were identified online.

Use spinners or large labels around the room to show response to range of scenarios relating to online safety (taken from Safer Internet Day 2015 Quick activities <http://www.saferinternet.org.uk/safer-internet-day/2015/education-packs/primary>)

Explain that today we are focussing upon keeping ourselves safe both online and offline.

Watch The Adventures of Kara, Winston and the SMART Crew episode 5 Childnet International <http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

Why did Kara allow someone she didn't know to join the chat room?

Why was this potentially dangerous? What did Blackbean do to trick Kara?

Explain that when someone tricks you into thinking that they are your friend to persuade you to do things that might be dangerous it is called 'grooming'. The definition used in Real Love Rocks (see below) could be used: When you choose somebody and make them trust you just so that you can make them do whatever you want.

Closing activity

Use pictures of groups/pairs of friends – could be cartoon characters current television characters etc.. Identify different areas of the room as 'always', 'sometimes' and 'never'. Call out the following words and ask children to move into appropriate area according to how frequently they think the behaviour would occur in a happy, safe friendship: listen, gossip, let down, trust, respect, say unkind things, write unkind things online, quarrel, be kind, push, give each other gifts, persuade to do things.

Other activities

- ☺ Jigsaw clip <https://www.thinkuknow.co.uk/parents/Primary/Conversation-Starters/Go-to-the-movies/jigsaw/>

The film Jigsaw is a story about a young girl called Becky who likes to use social networking sites. This 10 minute film shows that when you talk to people online and tell them too much about yourself, you might as well be inviting them through your front door.

- ☺ Real Love Rocks – Session 2 Grooming
<http://www.barnardosrealloverocks.org.uk/>

Lesson 6 – Is it risky?

Objectives:

- To know how to make informed choices (including recognising that choices can have positive, neutral and negative consequences);
- To differentiate between the terms, 'risk', 'danger' and 'hazard';
- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly and to use this as an opportunity to build resilience;
- To recognise their increasing independence brings increased responsibility to keep themselves.

Learning outcomes:

We will be able to:

- Identify situations that may be risky;
- Talk about ways that risk may be reduced;
- Explain the differences between situations that are risky, dangerous and challenging;

Ground rules

Recap on rules from session 5. Did they work for us? Does anything need to be added/taken away?

Opening activity

Read 'Would you rather ...?' John Burningham. Children could be asked to indicate their choices by changing places if this activity is carried out in a circle. Discuss choices and how children make their decisions.

Main activity

Refer back to opening activity. What does risk mean? Collect ideas. Ask if anyone has taken any risks today. What makes something risky or feel risky? Create a definition of 'risk' by completing the sentence 'A risk is a risk because ...'. Explore the difference between something that is risky (outcome is uncertain; things could go right or wrong. The greater the odds of it going wrong, the higher the risk. The more control we can exercise either by increasing our knowledge or our skills, the more we lower or manage the risk) and dangerous (action will end in harm, either physically or emotionally e.g. putting hand in fire or holding it there. We can't use our knowledge or skills; no matter what we know or do, putting hand into flame and

holding it there will hurt us. The fire is not dangerous; it is our decision or action that makes it dangerous. We can only decide not to do it.)

Ask children to think of a risky situation that someone their age or a little bit older might find themselves in. Write on a Post-it and ask children to place on a continuum from safe to dangerous. Add in some scenarios of your own. Ensure that some are based around risks online/with mobile phones. Scenarios could include emotionally risky situations e.g. singing in-front of an audience, offering friendship to a new person.

Give groups one risky situation each and ask them to explore how the scenario could be made safer and what would increase the risk.

(Adapted from Real health for real lives, Ages 8-9, Adrian King with Noreen Whetton)

Closing activity

Discuss whether taking a risk is ever worth doing. Introduce idea that some risky things are challenges (something that is often risky and that encourages us to do something that maybe haven't done before, but through achieving it we gain something either physically or emotionally. It usually requires effort and afterwards we are usually changed in some way. What can be easy for one person can be a challenge for another). How do we feel once we have accomplished something challenging?

Change places activity linked to challenging activities e.g. Change places if ... you can ride a bike; you have been skiing; you have asked for help; apologised after an argument; climbed a mountain; entered a competition etc.

Other activities

- ♥ Create photo-stories of risky situations and their outcomes. Stories could also have alternative endings.

- ♥ Real Love Rocks – Session 3 Keeping Safe

<http://www.barnardosrealloverocks.org.uk/>

Baseline/evaluation activity for learning about Happy and Safe Relationships

Over the next 6 weeks you are going to be learning more about Happy and Safe Relationships. It is really important that your teachers plan learning that builds on what you already know, think and can do. Please would you draw and write your answers to the following questions in the 'Before' boxes below. At the end of the 6 weeks we will ask you to do the same thing again in the 'After' box to show us what you have learnt.

Adapted from NCB publication: 'Assessment, Evaluation and Sex and Relationships Education'

	Before this unit of learning	After this unit of learning
What do you think makes a relationship happy and safe?		
What do you know about bullying?		
What ways can you think of to sort out friendship problems (your own or other people's)?		

What would you do if somebody asked you to keep a secret?		
What advice would you give to someone your age about keeping themselves safe?		
What do you want to find out about happy, healthy relationships?		

Resource Sheet 1 - Ground Rules Activity Statements

Confidentiality—What we share in this group will remain in this group unless an adult is worried about us.	Have a good time—It is okay to have fun.
Listen carefully to the person who is speaking.	Only share what we are happy for other people in the group to know.
Join in as much as you feel able to and encourage others to join in too.	Listen to and think about each other's ideas.
Co-operate – try hard to get along with each other.	Ask each other questions to help understand each other's ideas.
The person who talks loudest is always right.	No-one can change their mind.
Respect other people's opinions and experiences.	Gossip about things people have said after the lesson.

Resource Sheet 2 - Relationship Scenarios

Tanya is having a birthday party. She keeps telling her friend, Mary, that she is not invited, saying: "You can't come to my party, Mary, because you were talking to that new girl, Sally." When Mary gets home, she gets a text saying that everyone in the class thinks she needs to wash her hair more.

Christopher is riding his bike and wants to race against Sam. Sam says "okay," but when they race, Sam wins. Now Christopher makes fun of Sam and calls him a cheater. Christopher pushes Sam off his bike and takes a photo of him when he is kneeling on the ground trying to find his broken glasses. When Sam gets into school the next day, copies of the photograph are taped to all round the school.

Ben and Kushal live next door to each other and are the best of friends. They go to the park one day and are having a good time with their friends. Anisa is an older girl and she pulls out a packet of cigarettes and offers them around. Kushal takes one but Ben doesn't want one, his parents smoke and he really hates the smell. Kushal laughs at him and starts to call him names. Ben turns away and walks home alone!

Laura and Nisha are special friends. They are very excited to be invited for a sleepover party at their friend Nicola's house. They plan everything together and can't wait. At last the day arrives and Laura's mum drops both girls round at Nicola's. There are already 3 other girls there and they all go up to Nicola's room. They start to organize themselves and get their sleeping bags out. Nisha bursts out laughing when she sees Laura tucking an old battered teddy bear into her sleeping bag. She calls Laura a big baby and the other girls start to laugh as well. Laura is very upset, she wishes she hadn't come to the party after all!

Maria's pet has died and she arrives at school feeling very sad. She cries all day long. Alex, her best friend, makes fun of her. Before long, all the children in the class are calling her a cry-baby.

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