



Lesson Overview: The Right to Be Safe

STRAND:	Safety	<u>Lesson Duration:</u> Variable up to 60 minutes, by agreement with centre staff.
KEY STAGE:	UKS2	
LESSON:	The Right to Be Safe	

AIM

- To enable pupils to identify positive relationships

PSE FRAMEWORK OBJECTIVES 2008

- To empathise with others' experiences and feelings
- To develop respect for themselves and others
- To understand the importance of personal safety
- How to distinguish between appropriate and inappropriate touching
- What to do or whom to go to when feeling unsafe
- To ask for personal support and advice.

LITERACY ACROSS THE CURRICULUM

The lesson includes the following aspects from the Literacy/Numeracy Framework:

- Speaking - L(O)sp
- Listening - L(O)l
- Collaboration and Discussion - L(O)c&d

LESSON OBJECTIVES

- To understand that you have the right to feel safe.
- To recognise the elements of positive and negative relationships.
- To know what to do and who to go to, when feeling unsafe.
- N.B. Be aware of possible child protection issues that might arise when dealing with this topic.

KEY WORDS

relationships, support, safe, unsafe

RESOURCES

- One class set of positive / negative relationship cards
- 3 headings cards for clustering activity
- 2 sets of 6 situation picture cards and 1 set of question cards 1 and 2
- Power point displaying situation cards
- Pens
- Paper



ACTIVITIES

INTRODUCTION

- Ensure link with the previous lesson is explained.
- Agree class / golden rules.
- Clearly outline the classroom agreement about confidentiality.
- Share, explain and display the learning objectives and key words

MAIN ACTIVITIES

- Whole class activity of 'clustering' to recognise the elements of positive / negative relationships
- Group activity using situation picture cards to understand the right to be safe
- Group activity to identify - What to do and who to go to for help when feeling unsafe
- Feedback as class.
- Review using the helping hands activity to ensure pupils know where to access support and advice

REVIEW/PLENARY

- Identify people who can help.
- You cannot tell whether a stranger is good or bad by looking at them.
- Even if you recognise the person you must say no until you have asked your parents.
- Always tell someone you trust if a stranger approaches you.

TEACHER FOLLOW-UP ACTIVITIES

For more detailed information and resources see the teachers' section of the www.schoolbeat.org website.