

# Protective Behaviours Curriculum for Year Five

## Feeling Good, Feeling Safe

A whole school approach to keeping children safe

A PSHE education resource to support primary school pupils to learn the skills they need to stay safe



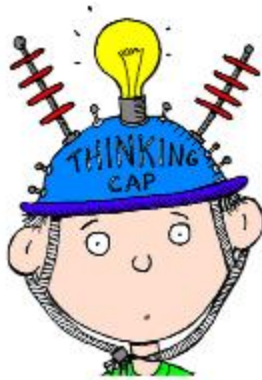
Developed by Safety Net, Brighton & Hove's Standards and Achievement Team and St Marys Catholic Primary School



What can we do to make sure everyone feels safe in these lessons?



What can we do to feel ok, when we are talking about difficult or upsetting things?



# GROUND RULES

- Take turns to speak
- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
- everyone has the right to pass



- Use the question box



# Lesson 1

## Feelings and Feeling Safe



## **Aims of the lesson:**

**I understand that words can hurt other peoples feelings.**

**I understand how my behaviour or language can have an impact on others (feeling safe and unsafe)**

**I know how to step in/ make a safety stop to keep myself safe.**





What rights do you have?

What goes along with having rights?

What does 'safe' feel like?



Sticks and stones may  
break my bones but  
words will NEVER  
hurt me.

Do you agree with this rhyme?  
How might you change it?



How could these words and gestures make someone feel?



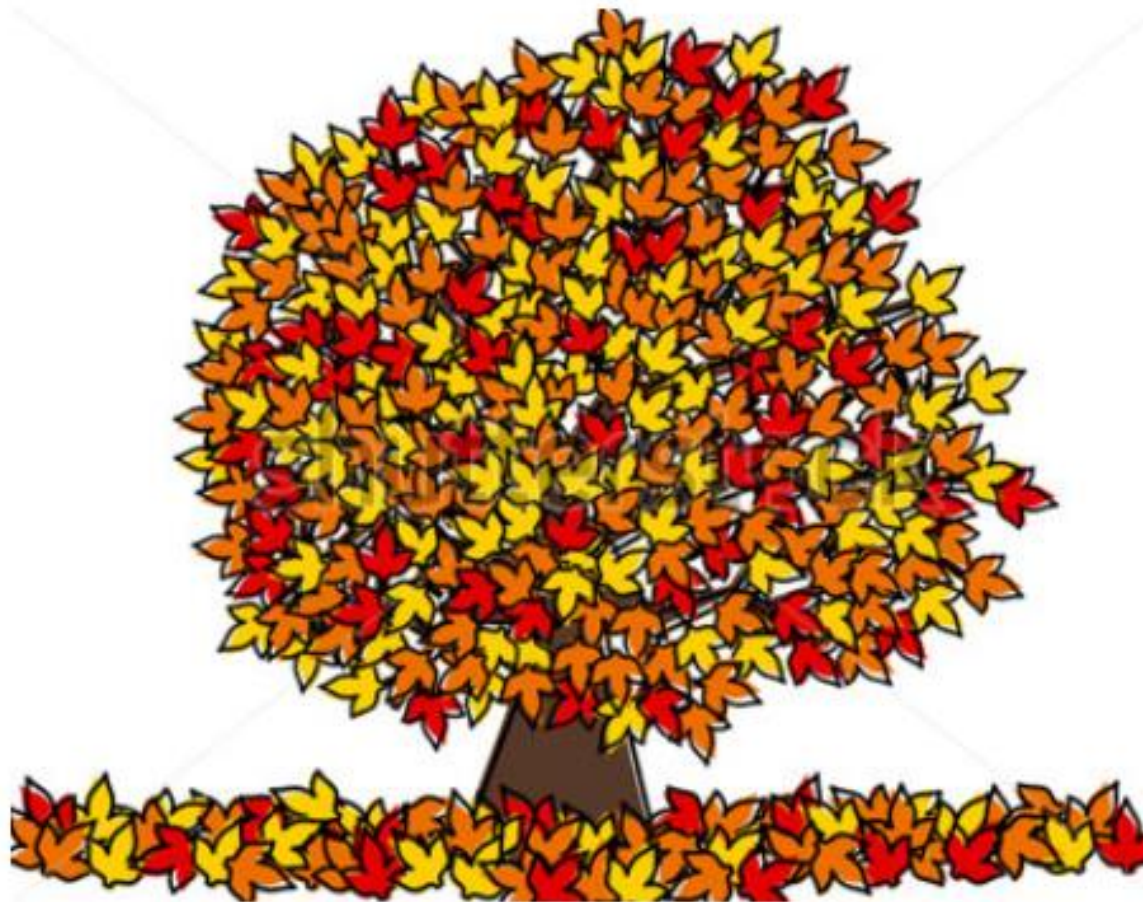


**What sort of unsafe language and behaviour might we find at school?**



NOTE: The language and gestures we are going to discuss in class today are just for this lesson.

# SAFE LANGUAGE TREE



## How could we respond to unsafe words and scenarios to help stay safe?

'I feel .....when you call me I don't like it

Or try the broken record technique e.g. I don't want to do that, I don't want to do that.

Use questions e.g. what do you mean, why do you say that?

Protective interruptions e.g. leaving the area

**In pairs or to whole class, role play responses to unsafe words.**



# Safety **STOP**





# When does the behaviour of some affect the rights of others?

**“We all have  
the right to  
feel safe  
all the time”**

Remember “We all have the right to feel safe.....

So if you hear unsafe language and name calling and it keeps happening it is bullying behaviour .  
How do you report this in our school?

What if you tell someone and they don't help you or don't listen?

What could you do then?



Plenary: Give and receive a compliment.

Be careful  
with your words.  
**Once**  
they are said,  
they can **only**  
be forgiven,  
**NOT Forgotten**



Words Can  
**Hurt**   
or  **Heal**  
What Did Yours  
Do Today?

Cool...Awesome...  
I really like your...  
It's good how you...  
I like how you...  
You're good at...  
It's nice the way you...

## Lesson 2

**The Safety Scale –Fun to Feel Scared,  
Risking on purpose, Feeling Unsafe  
and Early Warning Signs**



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- Think about what you share
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- Use the question box



## **Aims of the lesson:**

**I know how the difference  
between a Fun to Feel Scared and  
a Risking on Purpose activity feel.**

**I understand the importance of  
choice, control and time limit in  
making safer choices.**

Play *Keeper of the keys*:

A child is blindfolded and sat on a chair in the circle. A set of keys is placed under the chair and one child is selected. They then have to get the whole way round the circle and then retrieve the keys. The 'keeper' has to point out where they think the child is and if they are successful, another child has a turn.



How does it feel when you are the keeper?

How does it feel to try and take the keys?

How does it feel in our bodies?





# Safety Continuum

Safe - Fun to feel scared - Risking on Purpose - Unsafe



Safety = Choice + Control + Time Limit

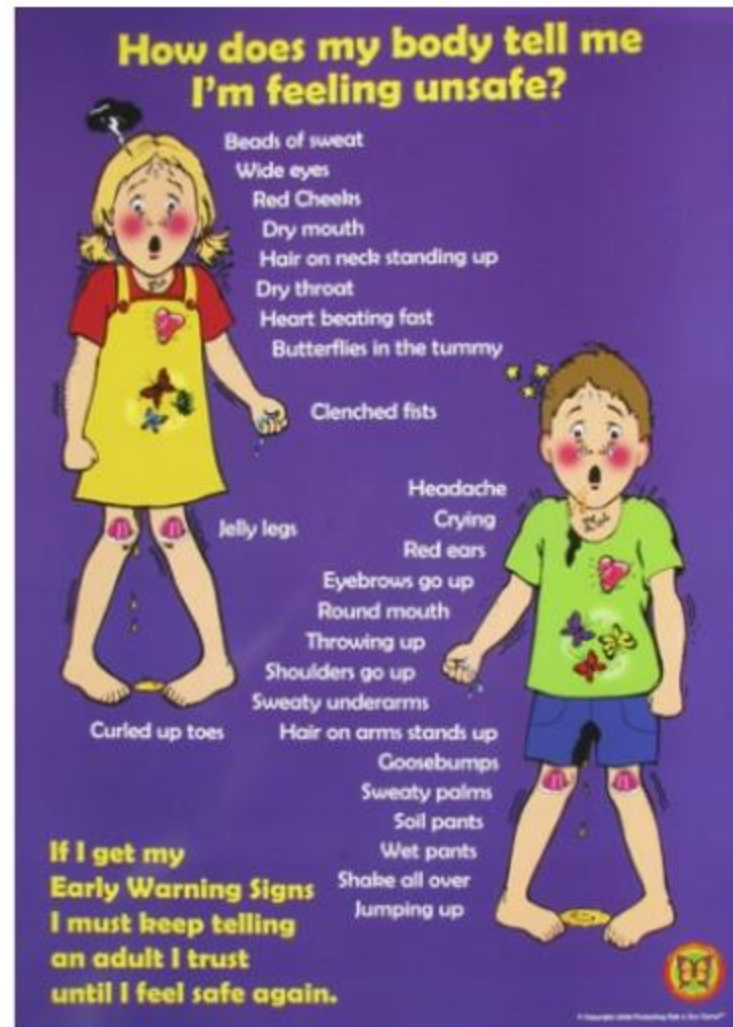
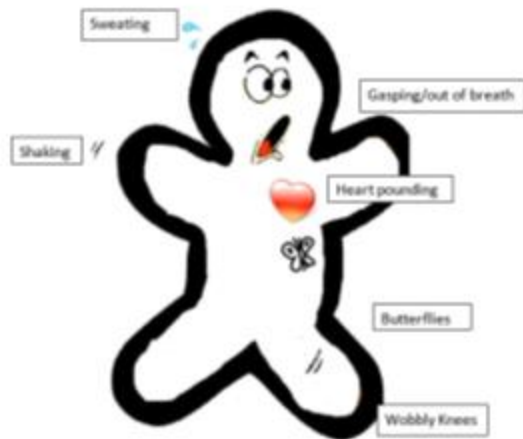


Can we think of examples for the four categories on this continuum?



Remember our

Early Warning Signs





## GROUP WORK:

For each scenario decide if  
there is;

choice?



control?



time limit ?





How can we get ourselves out of unsafe or risky situations?

Let's think about some of those Scenarios.

What could we do?



**STOP:** What is the situation and how am I feeling?

**THINK:** What are my options?

**GO:** What is the safest choice?

Plenary: Let's try this relaxation exercise.



## Quiet Lake

for older children

A relaxation exercise that teaches children how to use imagery to relax their minds and bodies by imagining a relaxing outdoor setting with a beautiful, calm lake.

<http://www.rainbowreach.com/relax.html#ForYoungerChildren>

How did you feel while you were listening to Quiet Lake?

What was going through your mind and body?

Did your breathing and heart rate slow down?

When would using your imagination to imagine relaxing nature sights and sounds, like Quiet Lake, be helpful?

<http://www.rainbowreach.com/relax.html#ForYoungerChildren>



# Lesson 3

## Secrets and telling



## **Aims of the lesson:**

**I know that no-one has the right to hurt children,  
not even someone they know**

**I understand that there's nothing so awful we  
can't talk about it to someone**

**I know that sometimes secrets can be unsafe and  
must not be kept**

**What have you learnt in our  
Feeling Good Feeling Safe  
lessons?**

**Why do you think we do these  
lessons in school?**



Last time we talked about risking on purpose and recognising and acting on our Early Warning Signs.



Today we are thinking about *staying safe and secrets*.

Sadly there are situations you may have heard of or seen on the news where children get hurt by grown ups and sometimes by grown ups they know.

We are going are going to find out about different ways in which children can get hurt, which you might have heard called *child abuse*.

We are also going to talk what you can do to keep yourself and others safe.



What can we do to make sure everyone feels safe in this lesson?



What can we do to feel ok, when we are talking about difficult or upsetting things?





# GROUND RULES

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- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
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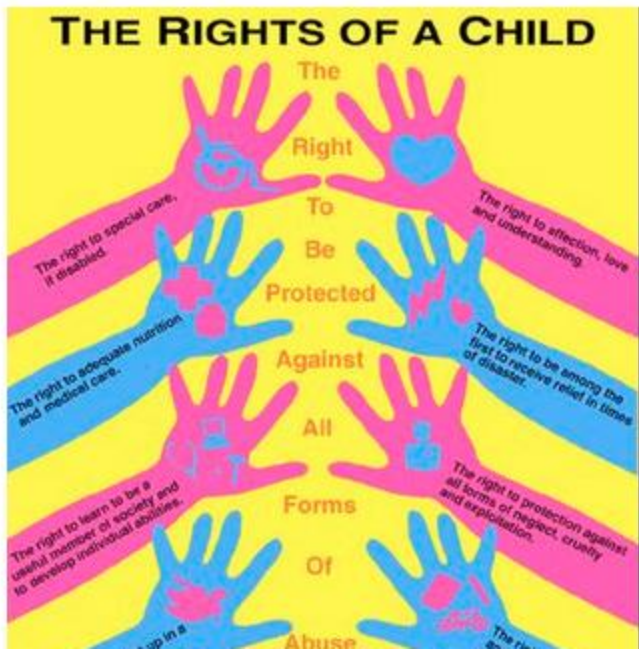
- Use the question box



Can you complete the missing words  
to complete the theme?

"W\_ a\_\_ have the \_\_\_\_\_ to feel  
\_\_\_\_\_"

Can you remember some of your rights as a child?



**“We all have the right to feel safe all the time”**

**“We can talk with someone about anything, even if it feels awful or small”**

**In Y4 we talked about how our body belongs to us and safe and unsafe secrets.**

**Do you remember what the difference is?**



Sometimes there are things that it is hard to talk about and some secrets are unsafe to keep.

**What secrets might be unsafe to keep?**

**If a child is being hurt or exploited or not being looked after properly, then we cannot keep that secret.**

# Types of Abuse

## **Physical abuse:-**

When someone deliberately hurts or injures you. It can include hitting, kicking, hair pulling, being beaten with objects, throwing and shaking.

**Emotional abuse:-** if someone is always telling you that you are ugly or stupid or that they wish you hadn't been born. It is wrong even if they aren't doing it on purpose. It can make you feel scared, sad and upset.





**Sexual Abuse:-** is when a child is forced, tricked, bribed or threatened into taking part in any kind of sexual activity with an adult. This can include kissing, touching the young person's private parts, or asking the young person to touch theirs or having sex. This could also include watching sexual films/looking at images.

**Remember your body belongs to you and no-one has the right to touch your body in a way that you feel uncomfortable or unsafe about**

**Neglect:** if a child is not getting the important things that they need at home like enough food and drink or warmth, a safe and dry place to sleep, adults' protection and help

**No-one has the right to hurt a child in any of these ways and it is important to tell someone if this is happening to you or anyone that you know.**





## Is it abuse?

**A**

A child is asked by their babysitter to watch a film with them which has naked people in it.

**“We all have the right to feel safe all the time”**

**“We can talk with someone about anything, even if it feels awful or small”**



**What type of abuse?  
Who could they tell?**



## Is it abuse?

B

There is never anyone at home in the morning, there is no food in the cupboards and the child has no lunch money.



**What type of abuse?  
Who could they tell?**

**“We all have  
the right to  
feel safe  
all the time”**

**“We can talk with  
someone about  
anything, even if it  
feels awful or small”**



## Is it abuse?

C

A group of teenagers who live near a Y5 boy start shouting abuse at him every day and have begun taking his bag and pushing him around whenever they see him.



**What type of abuse?  
Who could they tell?**

**“We all have  
the right to  
feel safe  
all the time”**

**“We can talk with  
someone about  
anything, even if it  
feels awful or small”**



**"We all have  
the right to  
feel safe  
all the time"**

**"We can talk with  
someone about  
anything, even if it  
feels awful or small"**

## **Is it abuse?**

*D- someone's auntie or uncle always makes them sit on their knee and give them a kiss, even though they don't like it and it make them uncomfortable.*



**What type of abuse?  
Who could they tell?**



## Plenary

REMEMBER- NO ONE HAS  
THE RIGHT TO HURT YOU.



Everyone needs to  
write, a thought, a  
worry or a  
question for the  
box.



**“We all have  
the right to  
feel safe  
all the time”**

**“We can talk with  
someone about  
anything, even if it  
feels awful or small”**

## Let's try this relaxation method together.

The following physical activities use the body to bring a sense of calm that can be instantly felt. Tensing and relaxing our muscles is a great way to relieve tension and stress.

**Sticky Hands** – Pretend to have “sticky” hands and then press them together. Now push hard for 20 seconds. Now slowly allow their hands to come apart and see if you can feel the stickiness. Repeat this sequence two or three times.



**Stretching** – Do simple stretches such as touching your toes and then reaching up to the sky on your tip toes. The following physical activities use the body to bring a sense of calm that can be instantly felt. Tensing and relaxing our muscles is a great way to relieve tension and stress.



**Tense and Relax** – Form your hands into fists and bring your shoulders to their ears. Count to five and then relax. Repeat five times.



# Lesson 4

## Networks of Support



# GROUND RULES

- Take turns to speak
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- Use the question box



**Aims of the lesson:**

**I can say what the characteristics of a good friendship or network person are**

**I know how to get help if I feel unsafe with people**

**I can ask for help more than once if I need it**



Group discussion:

***We can talk with someone  
about anything, even if it  
feels awful or small.***



Do you agree or disagree with this statement?  
Why?

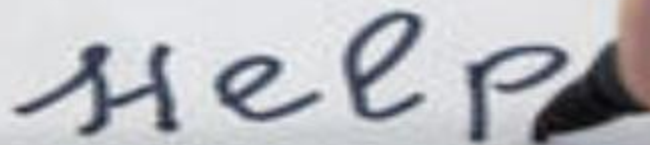
Why might someone not talk about something  
they felt was awful or small?

When might a friend not be able to help you  
with a problem?

What advice would you give?

*"I am feeling unhappy because one of my friends has been spreading rumours about me and now other people are making fun of me. I don't know whether they are my friends any more"*

Help

A close-up photograph of a hand holding a black pen, writing the word 'Help' in a cursive script on a white surface. The pen is positioned at the end of the word, and the hand is visible on the right side of the frame.



Word cloud containing terms related to friendship qualities:

- carrying
- loyal
- kind
- trust
- helpful
- nice
- giving
- playing
- good-listener
- never-betrays
- sharing
- cheering-up
- trusting
- leaving
- trustful
- betrayed
- time
- stick-up
- denied
- happy

is always there to help you

plays with you

wants you to be happy

always lets others join in

is kind

is gentle

always listens

always honest

respects you

shares

care about you

does things for you

is always there

wouldn't make you sad

**A good friend...**

Word cloud containing terms related to friendship qualities:

- independent
- empathetic
- cheerful
- friendly
- agreeable
- energetic
- humorous
- good-listener
- peaceful
- happy
- funny
- joyful
- honest
- smart
- kind
- loyal
- respectful
- generous
- responsible
- adventurous
- risk-taker
- gentle
- thoughtful
- supportive
- creative
- mindful



## Qualities of a friend activity

Are the friends we meet **online**  
the same as the friends we see  
at home or at school?



What's the difference?

What might we need to think  
about?

How do we keep ourselves safe?





What were the top qualities in a friend?



Which friends would you want on speed dial if there was a problem you wanted to talk about?



Think about who is on your Helping Hand!

Are the people on it suitable network people?



How can we decide who is a trusted adult to talk to?

Are friendship qualities the same qualities you would want in an adult you need to talk to?

What could someone do if they tried getting help from someone and it didn't work?

Who else could you speak to?



Plenary:



**When should you need  
to keep on telling and  
asking for help?**

NB : It is very important to keep on telling if your have your early warning signs.

# Let's try one of these relaxation activities together.

The following physical activities use the body to bring a sense of calm that can be instantly felt. Tensing and relaxing our muscles is a great way to relieve tension and stress.

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