

<p><b>Learning Objective:</b> To understand risks to ourselves and how to manage them.</p>		<p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"> <li>To understand the need for rules to help us keep safe.</li> <li>To recognise the signs of peer pressure and begin to use strategies to manage it.</li> <li>To recognise unsafe situations/ environments and know how to take steps to remove ourselves.</li> <li>To understand how to keep safe online safety.</li> <li>To develop resilience when asking for help and support.</li> </ul> <p><b>Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>Show that they are actively listening and responding</li> <li>Suggest what might happen if...</li> <li>Demonstrate how to build on others' ideas</li> <li>Be an effective member in small group tasks</li> <li>Suggest different possibilities/ideas</li> </ul>
<p><b>Vocabulary:</b></p> <p>harm hazards risk protect personal change online safety</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p><b>Recap of prior learning:</b></p>	
1	<ul style="list-style-type: none"> <li>To understand what safety means.</li> <li>How specific rules and restrictions help them to keep safe.</li> </ul>	<p>L.O. To understand the need for rules to help us keep safe.</p> <p>Skills Focus: Suggest what might happen if... Be an effective member in small group tasks</p> <p>Ask children what rules are. Where do we have rules? Create a list of places/situations where rules apply. Why are they necessary – e.g. why do we all drive on the left side of the road? Discuss consequences of not having rules/breaking or ignoring rules.</p> <p>Are there any situations where there are no rules? Why/why not? Are all rules the law? Why are some rules not the law?</p> <p>Children given different scenarios, they should say/write what the rules are for keeping safe in these situations, e.g. fire alarms sounds, crossing the road, walking beside the canal etc.</p> <p>At the end of the session, discuss if it would be a good idea – it may be lots of fun, but would it be safe?</p> <p>Challenge: Give a story starter: Guess what? Today I came to school and the Headteacher had cancelled all the rules! The children then describe what they did and what happened.</p> <p>SEND: Using a range of rules and select the correct ones for the picture that they have been given (some of the rules won't apply)</p>

<p><b>2</b></p>	<ul style="list-style-type: none"> <li>• How to respond safely to adults.</li> <li>• People within the community that keep us safe.</li> </ul>	<p>L.O. To recognise the signs of peer pressure and begin to use strategies to manage it.</p> <p>Skills Focus: Show that they are actively listening and responding Be an effective member in small group tasks</p> <p>Write the word pressure on the board/flipchart. What does this word mean? Collect ideas. Add the word peer before it. Now what does it mean? In what ways might you experience peer pressure or put pressure on your peers?</p> <p>Watch the CBBC kids clip showing children talking about peer pressure. <a href="https://www.youtube.com/watch?v=FGv6sx0gOcc">https://www.youtube.com/watch?v=FGv6sx0gOcc</a></p> <p>Present the children with letters to a 'problem' page of a magazine that give incidents of peer pressure. Model how to reply to one using a speech bubble. In small groups children to record on a speech bubble what advice they would give to the person to manage the peer pressure.</p> <p>Children to share the problem and their solutions with the class.</p> <p>Challenge: Create a mind map of different situations where peer pressure can occur and what could be done.</p> <p>SEND: Share a social story with the children and discuss</p>
<p><b>3</b></p>	<ul style="list-style-type: none"> <li>• How to ask for help when feeling unsafe.</li> <li>• How to respond safely to adults.</li> <li>• People within the community that keep us safe.</li> </ul>	<p>L.O. To recognise unsafe situations/ environments and know how to take steps to remove ourselves.</p> <p>Skills Focus: Show that they are actively listening and responding Be an effective member in small group tasks</p> <p>Share a range of pictures showing environments or situations that could be unsafe, e.g. crossing the road, train tracks, being in chat rooms online etc.</p> <p>Invite the children to share their thoughts – safe or unsafe? What would they do in this situation? What if someone is encouraging you to do something/go somewhere that you feel unsafe? What would/should you do? Link back to previous lesson on peer pressure.</p> <p>Children to create slogan to help in these situations like – slip, slop, slap for sun protections. Stop, look and listen for crossing the road. What can we use for when a situation is unsafe to stop us from getting hurt, and help us to remove ourselves from these situations? Maybe Stop, think and go or something similar. Children turn this into a card that could be kept in a pocket or purse. Included in a school planner or diary.</p>

		<p>Share the children's examples. Turn one into a short video message to put on the school's website.</p>
<p>4</p>		<p>L.O. To understand how to keep safe online safety.</p> <p>Skills Focus: Suggest what might happen if... Suggest different possibilities/ideas</p> <p>What does being online mean? What ways can we be unsafe online? Can children give examples? Discuss with the children the types of things that they do online and what information may have to give, e.g. to log in etc. Is there any information that we shouldn't be giving out? What? Why? Whom should we be checking with first? Discuss how not everything you see online is trustworthy.</p> <p>Use these scenarios, adapt and change for your class: <a href="https://static.lgfl.net/LgflNet/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf">https://static.lgfl.net/LgflNet/downloads/online-safety/LGfL-OS-Pupil-scenario-discussion-cards.pdf</a></p> <p>Model a scenario card, discuss and decide what appropriate actions could be taken. Model how to put this advice into a speech bubble. In pairs, children to complete two of their own scenarios with a speech bubble which can then go into their books.</p> <p>Choose some to share, do we agree or disagree with the advice</p>
<p>6</p>	<ul style="list-style-type: none"> <li>Developing resilience and knowing the different ways we can ask for support.</li> </ul>	<p>L.O. To develop resilience when asking for help and support.</p> <p>Skills Focus: Show that they are actively listening and responding.</p> <p>Recap resilience – what does it mean how does it help us? Discuss with the children how they have shown resilience this year especially with a view to receiving help and support with being safe etc.</p> <p>Make a class poster with pictures of the children's faces and little speech bubbles that they have written stating how they have demonstrated resilience.</p>
<p><b>Evidence for assessment will be from:</b></p>		<ul style="list-style-type: none"> <li>Understanding the need for rules to help us keep safe.</li> <li>Recognising the signs of peer pressure and begin to apply strategies to manage it.</li> <li>Recognising unsafe situations/environments and know how to take steps to remove ourselves.</li> <li>Understanding how and why to keep safe online safety.</li> <li>Using resilience when asking for help and support.</li> </ul>

<b>Resources needed for project:</b>	Pictures of crossing the road, fire alarm/evacuation, walking by a canal etc. Letters detailing problems of peer pressure asking for advice. Pictures of dangerous environments/situations – train tracks, frozen pond, chat room etc. Online scenario cards Paper Colouring pens/pencils Many speech bubbles – different sizes/orientations with lines for writing. Photographs of all the children's faces.
<b>Challenge:</b> All tasks are accessible but there is room for stretch or solo taxonomy.  <b>SEND:</b>	Included in each session plan.