

EPKCE UKS2 Lesson 2

Recognising places of safety and identifying risk.

Overview:

This lesson supports pupils to identify places and people that make them feel safe. They will also explore risk in different scenarios and develop strategies to help keep themselves and others safe.

This second lesson is designed to support interactive discussions, whole class conversations and small group or paired work. Although this is explored within the lesson, pupils should already have a basic understanding of how to keep themselves safe and an awareness of unsafe situations. The supporting PowerPoint includes annotations to support teaching of the lesson, including suggested extensions or alternative ideas.

Learning Objectives:

- To recognise places of safety.
- To identify risk, including places or people that are unsafe.
- To be confident to reach out for help to keep safe.

Links to PSHE Programme of Study:

- **H38.** How to predict, assess and manage risk in different situations
- **R18.** To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary
- **R28.** How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this
- **R29.** Where to get advice and report concerns if worried about their own or someone else's personal safety (including online)

Lesson Outline

Activity	Timing	Resources
Introduction <ul style="list-style-type: none">○ Introduce learning objectives.○ Share structure of the session and overview of activities.○ Set behaviour expectations for the session – these can be edited to suit the expectations of your setting. Initial thoughts: Ask pupils to discuss 'Where do you feel safe?'	5 mins	Lesson two PowerPoint
Where we feel safe <ul style="list-style-type: none">○ Share a place of safety. Pupils to discuss reasons why this is recognised as a safe place using the talk frame.○ Share a place that might be seen as unsafe and discuss again. Traffic light activity <ul style="list-style-type: none">○ Pupils to work in pairs or small groups to sort cards into places they feel are always, sometimes or never safe (including online examples) using the traffic light sheet.○ Blank cards are provided for pupils to write local areas or own ideas.	15 mins	Lesson two PowerPoint Talk frames (a) Traffic light sorting sheet (b) Sorting cards (c)

<ul style="list-style-type: none"> Summarise main findings as a class – <i>create a shared list of safe and unsafe places.</i> <p>NB: Ensure any local areas or pupil additions are discussed to ease worry or misconceptions.</p>		
<p>Identifying and reducing risk</p> <ul style="list-style-type: none"> Using an example from the shared list of unsafe places, ask pupils to think of ways to make it less risky. Share ideas as a class - <i>e.g. go with a friend, let an adult know, go when it's light.</i> <p>Group based activity</p> <ul style="list-style-type: none"> Pupils to work in pairs or small groups to work through the identified 'risky places' – <i>What would make them safer? Should you avoid them altogether?</i> Pupils to record ideas on mini whiteboards. Ensure all new additions and local places are explored in detail. Summarise findings as a class – <i>'You can make a place less risky by...'</i> 	15 mins	<p>Lesson two PowerPoint</p> <p>Mini whiteboards</p> <p>Whiteboard pens</p>
<p>Keeping yourself and others safe</p> <ul style="list-style-type: none"> Share a risky situation with the class – <i>what is the risk?</i> Ask pupils to share ideas of how to make the situation safer and who they would tell. <p>Scenario discussion or role play</p> <ul style="list-style-type: none"> Pupils to choose a different scenario card. Then work in small groups to create a list of strategies to stay safe using mini whiteboards, including who they would tell. Repeat with more cards. Alternatively, this could be done as a role play activity with each small group acting out a different scenario. Come back together as a group to share ideas. <p>NB: Here, take the opportunity to revisit the idea of 'snitching'</p>	20 mins	<p>Lesson two PowerPoint</p> <p>Scenario cards (d)</p> <p>Mini whiteboards</p> <p>Whiteboard pens</p>
<p>Reflection and assessment - Always, sometimes, never</p> <ul style="list-style-type: none"> Pupils to reflect on learning and identify risky situations in which they would always, sometimes or never take action to keep themselves and others safe. 	5 mins	<p>Always, sometimes, never worksheet (e)</p>

Possible responses

Initial thoughts (slide 4)

- Where do you feel safe?
 - Home.
 - School.
 - Playground.
 - Grandma's house.
 - With a friend.

Where we feel safe (slide 5)

- Why do you think home is a safe place?

Pupils might say:

- My parents are there.
- My parents are there, and they look after me.
- My older sibling is there.
- I like it there.
- All my things are there.

⇒ Pupils might also say that home isn't always a safe place. Listen to examples and if a risky situation is shared, save it to discuss later. Otherwise support the pupils to work through their reasoning.

Where we don't feel safe (slide 6)

- Why do you think the park at night is an unsafe place?

Pupils might say:

- It's dark.
- You can't see who is there.
- Bad/unhealthy/scary people go there at night.
- It's lonely.

⇒ Pupils might have some of their own ideas, specific to their lives. Discuss these briefly if appropriate.

Unsafe places (slide 9)

- How can we make walking home alone less risky?

Pupils might say:

- Walk with a friend.
- Walk with an adult.
- Only walk in the daytime.
- Take your phone.
- Stick to the main roads.
- Don't take any shortcuts.

Knowing when to ask for help (slide 12)

- What would you do to keep yourself safe?
- Who would you tell?

Pupils might say:

- I'd tell a trusted adult.
- I wouldn't go/wouldn't reply/wouldn't do it.
- I'd say no.
- I'd leave the area/the group/the chat.
- I'd tell the police.

⇒ Pupils might also say that they wouldn't tell anyone because it is their friend. Snitching may also be brought up here. This will be discussed on slide 14.

Snitching (slide 14)

- Should you have told a trusted adult?
- What would have changed?

Pupils might say:

- Yes!
- They wouldn't have got hurt.
- They would have been safe.
- They wouldn't have had their phone stolen.

⇒ Pupils might suggest that they still wouldn't have told or that it was their own fault for going. Challenge this and explain how telling a trusted adult, is never the wrong thing to do.

(a) Talk frames

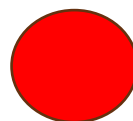
I think is a **safe place** because

I think is an **unsafe place** because

Extension sentences

- Building on what has said, I'd like to add
- I agree with because
- I disagree with because

(b) Traffic light sorting Sheet



(c) Sorting Cards

Playing at the playground	Going to the shops
Being at home	A day at school
Snapchat	Walking home alone
The bus stop	The swimming pool
Crossing a busy road	TikTok
YouTube	The town centre
Discord	

(d) Scenario Cards

On Snapchat, a friend has shared the location of a fight happening tonight.	A friend of a friend invites you over to their house for a sleepover. You don't know them or their parents.
Your friends older brother shares pictures and videos of knives and fights on TikTok.	On WhatsApp, there is a group chat called 'Y6 vibes'. It's mainly one person who swears and says rude things about the teachers
You see a group of people from school. They are in the corner of the park, there is smoke around them, but you can't see what it is. They invite you over to join.	At school, a friend tells you they have a weapon in their bag. They ask you not to tell anyone.
You go to the shops with your friend's older sister after school. She starts shouting at a girl from another school and they end up fighting.	You are at the park with some friends. Another group approach you, your friend pulls out a knife and holds it up.
A friend tells you they are going to fight one of the other pupils after school. They ask you to take part but not tell anyone else.	You find a vape on the floor in the cloakroom at school. It's under your best friends peg.

(e) Always, Sometimes, Never

You should reach out to get help if...

Your friend gets all the answers right in a test

Always ☐ Sometimes ☐ Never ☐

Someone you know hangs out in dangerous places

Always ☐ Sometimes ☐ Never ☐

Your older brother shares funny memes and pictures on Snapchat

Always ☐ Sometimes ☐ Never ☐

A friend invites you to watch a fight happening in the park

Always ☐ Sometimes ☐ Never ☐

You see a vape in your friend's bag at school

Always ☐ Sometimes ☐ Never ☐

Your friend had a new pet dog

Always ☐ Sometimes ☐ Never ☐

Your best friend is scared of another boy in Y6 so brings a weapon to school

Always ☐ Sometimes ☐ Never ☐

**Your friend tells you not to tell a teacher that they watch rude videos on
TikTok**

Always ☐ Sometimes ☐ Never ☐