

**Living in the wider community.
LKS2 term 5- PHSE: NSPCC- Speak out, stay safe:
Physical abuse and bullying.**

PHSE Golden Concepts

Respect	Safety	Communication	Health	Relationships
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Key Vocabulary

Abuse	treat with cruelty or violence, especially regularly or repeatedly.
Bullying	seek to harm, intimidate, or coerce
Physical	relating to the body as opposed to the mind
harm	physical injury, especially that which is deliberately inflicted

**What I will know by the end of the unit:
What is physical abuse and how to get help.**



A story about feeling sad and worried

(page 14 on session plans)

<p>Pupils will be able to recognise that feelings have physical effects in the body. Some pupils should be able to name some physical effects of feeling worried or frightened. Some pupils might recognise their own responses to feeling worried or frightened.</p>
<p>Pupils will be able to state that bullying or physically hurting a child is wrong. Some pupils should be able to identify bullying and physical abuse from a scenario. Some pupils may be able to suggest appropriate responses to bullying or physical abuse.</p>
<p>Good touch- A touch you want, feels comfortable, makes you happy or helps you feel better. Bad touch- hurting, in an inappropriate place on your body or a touch you do not want.</p>



**Living in the wider community.
LKS2 term 5- PHSE: NSPCC- Speak out, stay safe:
Emotional abuse and speaking out skills**

PHSE Golden Concepts

Respect

Safety

Communication

Health

Relationships

Key Vocabulary

Emotional	relating to a person's emotions
Abuse	treat with cruelty or violence, especially regularly or repeatedly.
Network of people	A group of people they would feel comfortable talking to.

What I will know by the end of the unit:

What is emotional abuse and how to get help.

Pupils will be able to identify some bullying and emotionally abusive behaviours.
Some pupils should be able to recognise that words can affect a child's feelings and link this to a variety of scenarios.
Some pupils might be able to differentiate between minor and more serious abusive behaviours.

2. Pupils will be able to say a strong 'no' or 'stop.'
Some pupils should be able to resist pressure and continue to give a strong 'no' or 'stop'.

3. Pupils will be able to name a person in their safe circle.
Some pupils will be able to identify people in their network who say nice things and listen to them.
Some pupils might be able to list a number of safe people they feel confident to talk to about their worries.

All children have the right to:

- ✓ speak out and have their views taken seriously
- ✓ be kept safe
- ✓ get help when they need it.



A story about feeling sad and worried

(session plans, page 21)

Living in the wider community.
LKS2 term 5- PHSE: NSPCC- Speak out, stay safe:
Private parts are private

PHSE Golden Concepts

Respect	Safety	Communication	Health	Relationships
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Key Vocabulary

Worry	feel or cause to feel anxious or troubled about actual or potential problems.
Private	belonging to or for the use of one particular person
Touch	come into or be in contact with

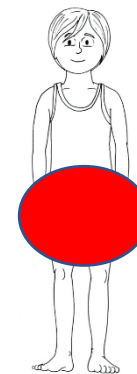
What I will know by the end of the unit:

What does it mean by private parts and how to get help.

Pupils will be able to recognise that some parts of the body are private.
Some pupils should be able to say either 'no', 'stop', or 'that's private', in response to bad touch and abuse scenarios.
Some pupils might be able to discuss boundaries around appropriate and inappropriate touching.

Pupils will be able to approach a member of staff and indicate they have a worry. Some pupils should be able to answer questions about a worry.
Some pupils may be able to articulate their worry to a member of staff and insist on being heard.

Pupils will understand the 'pants' rule and know where they should not be touched or touch others.



A story about feeling sad and worried

**Living in the wider community.
LKS2 term 5- PHSE: NSPCC- Speak out, stay safe:
Neglect**

PHSE Golden Concepts

Respect

Safety

Communication

Health

Relationships

Key Vocabulary

Basic needs	the fundamental requirements for survival and a decent standard of living, encompassing essential goods and services like food, shelter, clothing, water, sanitation, education, and healthcare.
Secrets	something that is kept or meant to be kept unknown or unseen by others.
Survival	the state or fact of continuing to live or exist,
neglect	fail to care for properly.

What I will know by the end of the unit:

What is neglect and how to get help.

Pupils will be able to state that parents and carers should look after children and make sure they are safe and cared for.

Some pupils should be able to identify some basic needs that parents or carers should fulfil.

Pupils will be able to say that there are good and bad secrets.

Some pupils should be able to discriminate between good and bad secrets.

Some pupils may be able to recognise that children might feel scared or worried about speaking out and link that to their right to be safe and happy.

Pupils will know the basic needs for survival and care to understand how to look after themselves and what they should be given to be cared for by parents and carers.



(Page 35 session slides)

A story about feeling sad and worried