



VOTES FOR SCHOOLS

Primary KS2



Be informed.



Be curious.



Be heard.

Feedback: “Are we too influenced by the US?”

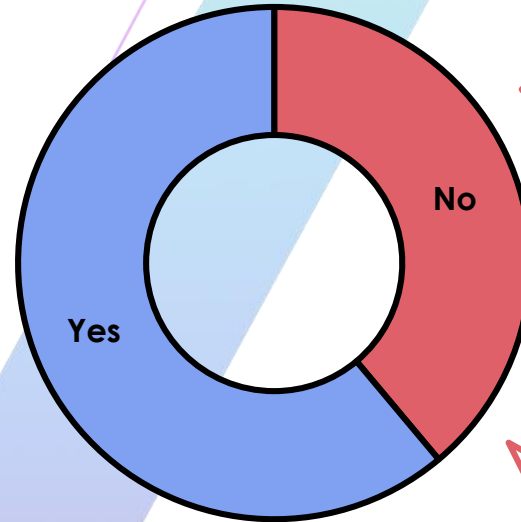


“We hear too much about the US. Nearly every celebrity on TV is American. Lots of celebrities live in America. Some of us get confused with Prime Minister and President and some children use American words instead of English words.”

Radleys Primary School

“We are too influenced as I can't name one British company. I said Asda but Walmart owns Asda technically.”

Homerswood Primary and Nursery School



Yes
61.1%

No
38.9%

“We still have different things going on although we have some similarities.”

Sacred Heart Catholic Primary School

“I think its fine to be influenced by other cultures as long as you don't forget your own.”

Homerswood Primary and Nursery School

“It doesn't matter if we are influenced too much or too little, we are feeling inspired.”

Parklands Junior School



Starter: Early warning signs



What does it mean? (2-4 mins)

Take a look at the symptoms shown in this slide. When you feel some or all of these, what does it usually mean? Click to see if you're right!



Shiver



Butterflies in stomach



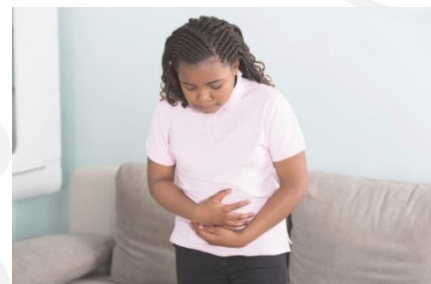
Heart beats faster



Legs turn to jelly



Sweating



Feeling sick

These are all common symptoms that we experience when we feel **scared or worried**.

Challenge:

Are there any other feelings that you have when you're worried or scared about something?

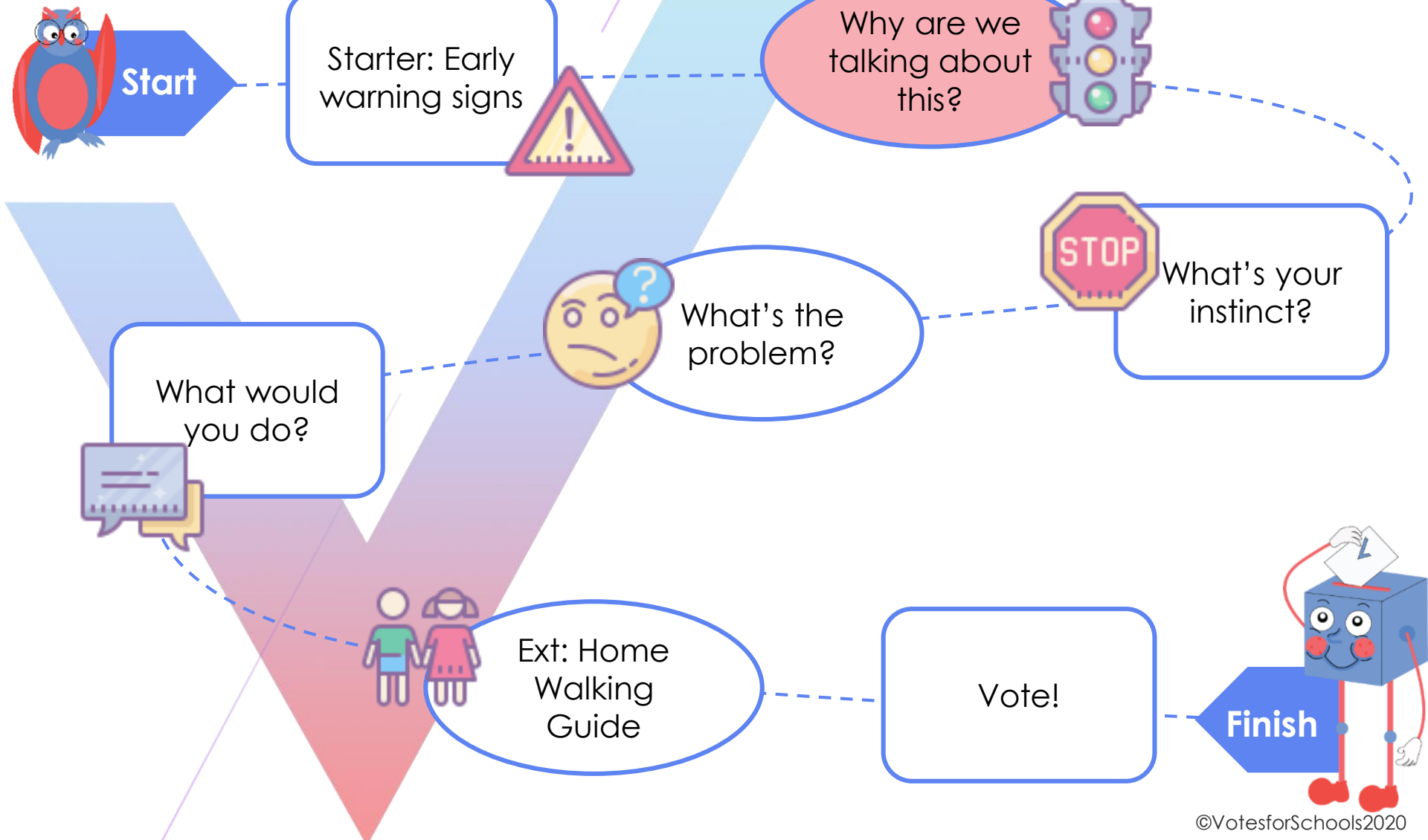
Do you know how to stay safe outside school?



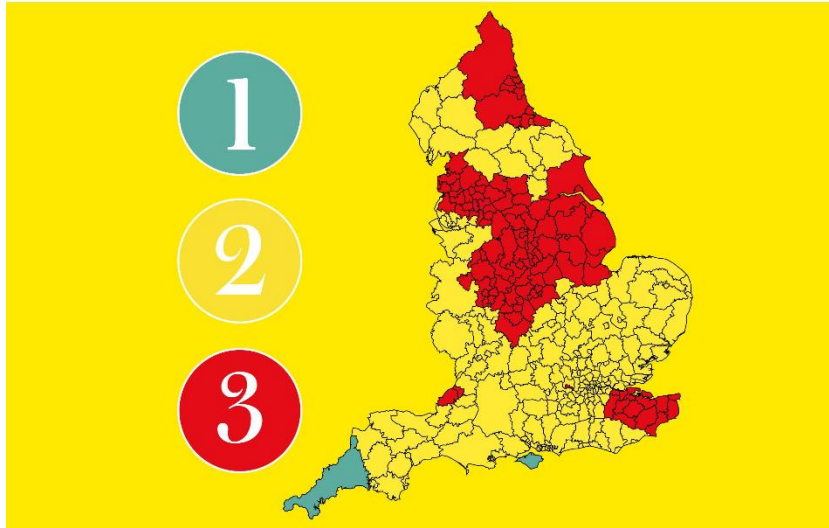
Teacher's note:

This lesson makes reference to drug paraphernalia, coercion and harassment. We recommend reviewing the materials before teaching.

Our learning journey for this week!



Why are we talking about this?



Last week, lockdown rules changed across England to a new **tiered approach**. This means that **the rules are different in different paces** – the more cases of coronavirus there are in your area, the stricter the rules will be.

Question! (1 min)

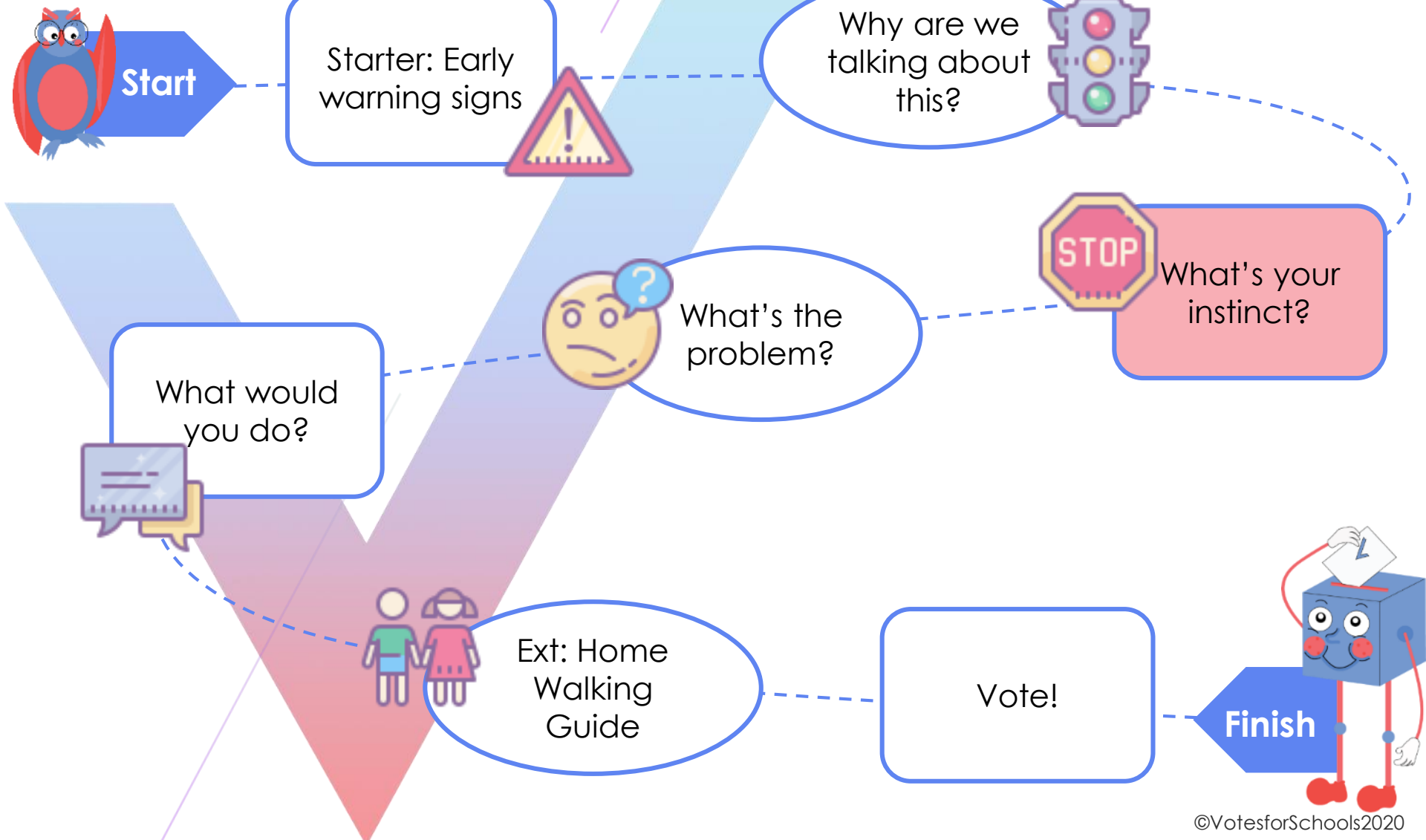
Do you know which tier your local area is in? Can you spot it on the map?

This means that, across **most of the country**, **restaurants, shops and entertainment places are now open** – and you might've been to one already!

However, this might mean there's **more people about** and, as it's starting to **get darker**, you may feel more **unsure** about **travelling to and from school**. So this week, we're talking about **safety outside of school**.



Our learning journey for this week!





What's your instinct?



Before you start this activity, take a whiteboard or piece of paper each and write the word STOP on it.

What's your instinct? (5-10 mins)

On the next few slides you are going to hear from five children about an experience that they had outside of school. For each one, read their story and look out for any warning signs that you can see. When you start to feel uncomfortable, hold up your STOP sign.

Alternative idea

If you don't have a mini whiteboards just shout 'STOP!' when you start to feel uncomfortable!



Not in the classroom?

Write down at what moment you felt uncomfortable and why.



What's your instinct?



Benas has recently started to **go to school by himself** in the morning. Every day he takes the **bus from outside his house to outside of school.**

Last week the **bus driver didn't stop at Benas' stop**, even though he'd pushed the button. He pushed it again and had to **get off at the next stop instead.**



When Benas got off the bus, Benas **didn't know where he was or how to get back to school** – he was lost!



Remember!

When you see something that makes you uncomfortable, hold up your STOP sign.

Challenge:

Have you ever been lost? How did you feel?



What's your instinct?



Scarlett lives on a **busy main road**, so she always uses the **traffic lights** and **waits for the green man** before crossing.



When she leaving her house this morning she saw **a group of children running across the road** and **not using the traffic lights**.

When she got to the crossing she realised that the **button wasn't working**. She waited to see if the lights would change but they didn't.



Remember!

When you see something that makes you uncomfortable, hold up your STOP sign.

Challenge:

How many roads do you cross on your way to school?





What's your instinct?

Teacher's note:

This scenario makes references to drug paraphernalia. Skip if not appropriate.



To get back from the park, Nissi usually takes a shortcut **through an alley** near her house. The alley has a **street light** and she's never seen anyone else when she's walked there.

However, she has noticed that there's **more and more rubbish on the floor** there every day, like **glass bottles, little silver tubes** and other things.



This morning Nissi saw **a needle and syringe on the floor**. She carefully **stepped over it**, but then she couldn't stop thinking about someone else accidentally **falling on it and hurting** themselves.

Remember!

When you see something that makes you uncomfortable, hold up your STOP sign.

Challenge:

Have you ever seen things like these on the floor?





What's your instinct?

Teacher's note:

This scenario makes reference to harassment. Skip if not appropriate.



Sebastian has **just started walking home from school by himself**. The walk only takes **ten minutes**, and on the way he goes passed a few shops and a secondary school.



There's always **groups of older kids hanging around the shops**. They're usually **playing music** or **laughing at videos** on their phones so he just walks past them.

But last week one of them **asked Sebastian what his YouTube ID is**, and now he **keeps asking every time** Sebastian walks past. He only has a few videos on his channel, so **he's thinking of giving them it so that they stop asking**.



Remember!

When you see something that makes you uncomfortable, hold up your STOP sign.

Challenge:

Is it a good idea to give strangers your YouTube ID?



What's your instinct?

Teacher's note:

This scenario makes references to county lines and coercion. Skip if not appropriate.



Kennedy and his **friends play football at a local park** every Saturday morning. The park isn't far from his house, so Kennedy **walks there by himself**.

Recently one of the older boys told Kennedy that he thought he was a really good player and **Kennedy could come and play on their team** - but first he needed to **take a parcel to an address**.



Kennedy knows where the address is, but **doesn't know who lives there or what's in the package**. He really wants to play with the older boys though.



Remember!

When you see something that makes you uncomfortable, hold up your STOP sign.

Challenge:

Why might they not tell you what's in the package?



What's your instinct?

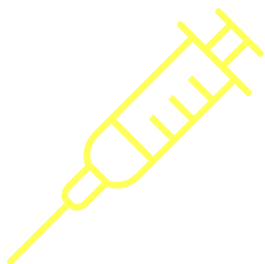
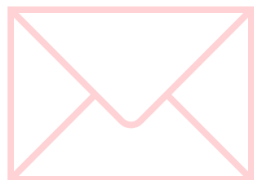
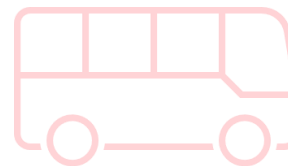


Reflect (2-3 mins)

Click to see some different opinions on the stories you have just seen. Put your hand when you see one that you agree with.



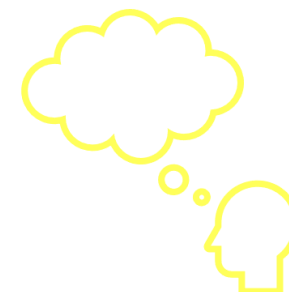
There were some that didn't make me feel uncomfortable.



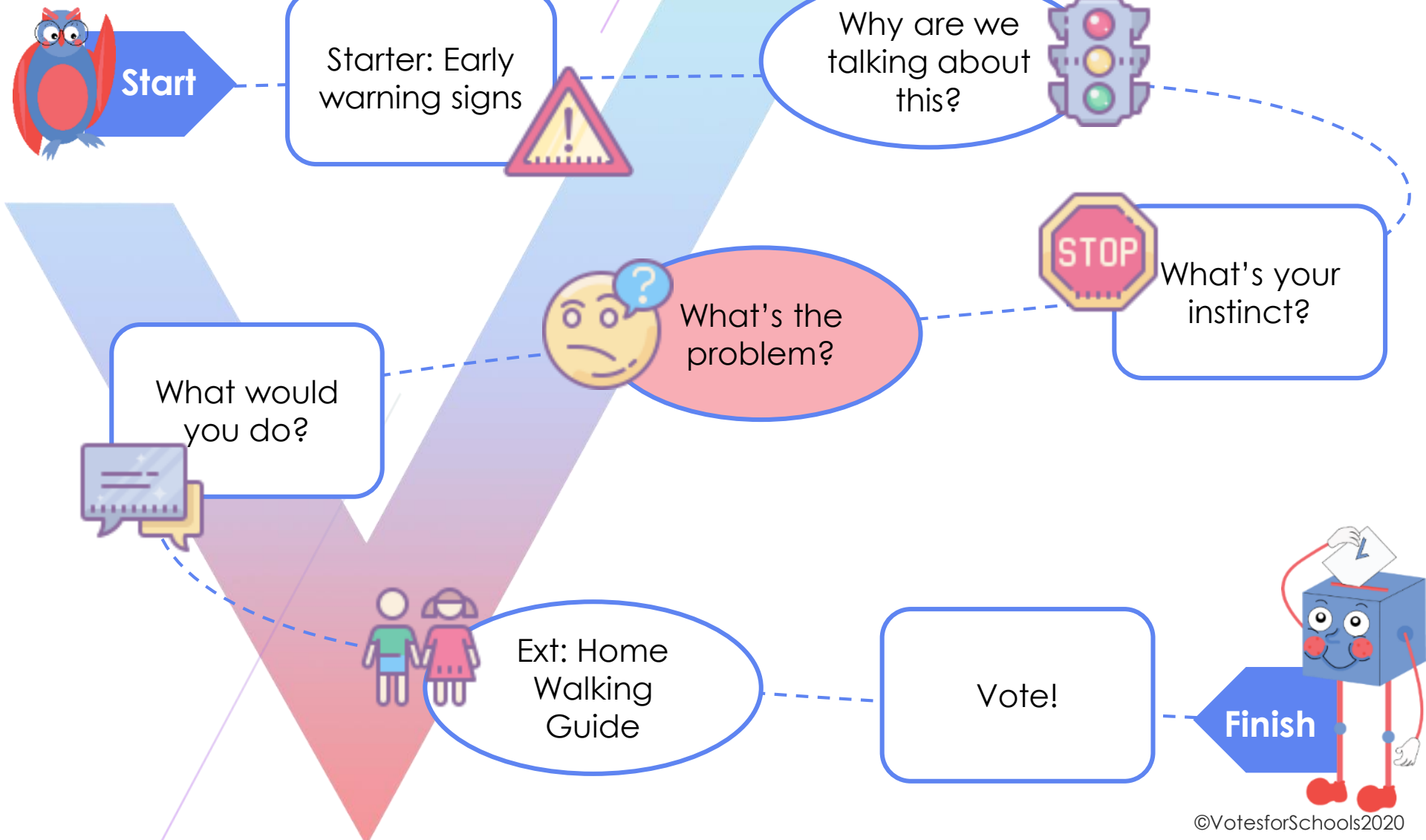
They all made me feel uncomfortable, but I'm not sure why some of them are unsafe.



I could spot the danger in all of the situations and know how I would deal with them.



Our learning journey for this week!





What's the problem?



Sometimes you might get a feeling that something **just isn't right**. We call this feeling **instinct**, and it's important to listen to it.



Instinct:
a natural ability that helps you decide what to do or how to act without thinking.

Being aware of your instincts can help you to spot a dangerous situation, even if you're not quite sure what the problem is. However, it's also important to **know what the risks are outside of school**, and **what you should do** if you're ever in an unsafe situation.



Find out more... (10-20 mins)

On the next few slides you are going to find out exactly what the risk was in each of the stories you heard. As you hear about each one, **discuss the questions at the bottom of the screen with your classmates.**

Not in the classroom?

Discuss the questions with a friend or family member. Did they know all of the risks too?



What's the problem?



Using buses, trains or trams to get to places can be both fun and useful, but it is important to **pay attention to where you are going** and **when you need to get off**, to make sure you don't get lost.

To help you, most buses, trains and trams **have a map** which shows **where it will stop** and **what the stop is called**. You can use this to **keep track of where you are on your journey** and how many more stops you have.



It's also important to remember to be a good passenger. Things like putting your **feet on a seat**, listening to **music without headphones** or **shouting to your friends** is considered **rude**, and you could even be told to **get off the bus before your stop**.

Have you ever taken a bus, tram or train by yourself?



Have you ever had a negative experience on a bus, train or tram? What happened?



What's the problem?

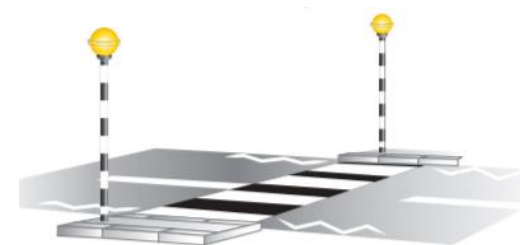


Crossing the road safely can be difficult when the **roads are busy** or when there **aren't any traffic lights** to help you, so it's important that you know how to cross the roads safely.



Puffin, Toucan and Pelican crossings all have a button that you can push that tells you when to cross using a green light or green man. However, you should always **stop, look and listen** for any traffic before you cross the road.

Zebra crossings do not have a stop light, but they do have a big yellow light on each side to show drivers that there is a crossing there. You must be **very careful** here to **stop, look and listen** as a car might not see you waiting to use the crossing.



Do you feel confident when crossing the road alone?



Are there any unsafe crossings near your home or school? What makes them unsafe?



What's the problem?

Teacher's note:

This slide makes references to drug paraphernalia. Skip if not appropriate.



It is likely that you see lots of rubbish on the floor when you are outside of school, but some rubbish can be **more dangerous than others**. One piece of rubbish that you should **never touch** are **needles**.

There are lots of reasons that people might use a needle to **put medicine inside of their body**. This could be because they have a medical condition and **need medicine to feel better** or, sometimes, some people may use needles to put an **illegal drug** into their body.

However, used needles carry **germs** which could make you **unwell** if you touch them. This is why it is important **never to touch them**.



Have you ever needed to take a medicine with a needle?



Have you ever seen a needle on the floor?
What did you do?



What's the problem?

Teacher's note:

This slide makes references to harassment. Skip if not appropriate.



While most groups are just friends meeting up and having fun, sometimes **a person or group might try to talk to you** and make you feel **uncomfortable**.



If they are making you feel **nervous or unsafe**, the most important thing to do is to **get away as quickly and calmly as possible**. If you can, try and **get to a place where there's people who can help** you – like a **shop or a bus stop**.

You **shouldn't give them any personal information** about yourself, including your name, where you live, or how to find you online. If they keep bothering you, you may want to **talk to an adult and get their advice** on how to avoid them.



What do we mean by "personal information?"



Have you ever been in a situation like this? What made you realise that something was wrong?



What's the problem?

Teacher's note:

This slide makes references to county lines and coercion. Skip if not appropriate.



You might be thinking that **taking a package from one place to another** is perfectly safe, but did you know that you **could be breaking the law?**

This is because, if **you don't know what is in the package**, you could be carrying something **dangerous without knowing**. Unfortunately, criminals sometimes try to use young people to help them carry out crimes, without them knowing.



If you are ever asked to do this, you should politely **say no** and **tell an adult** as soon as you can. You **won't get into trouble**, but you will help **make your community a safer place**.

Did this risk surprise you?
Why/why not?



What would you do if you were asked to deliver a wrapped-up package to somewhere?

Our learning journey for this week!



Start

Starter: Early warning signs



Why are we talking about this?

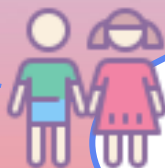


What's the problem?



What's your instinct?

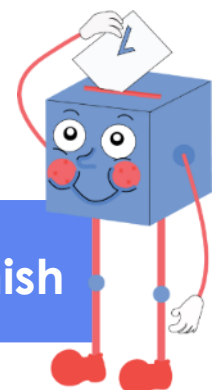
What would you do?



Ext: Home Walking Guide

Vote!

Finish



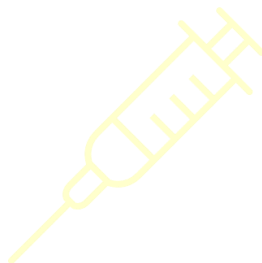
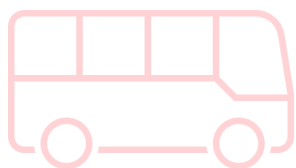


What would you do?



What would you do? (10-15 mins)

Now that you are aware of the risks, it's time to decide what you would do if you were in that situation! On the next few slides, remind yourself of each story and **tell your partner what you would do if you were them**. Then, click for some extra advice!



Not in the classroom?

Look at the suggestions and write down what you'd do. Discuss your ideas with an adult – can they offer you any more advice?



What would you do?



Benas was on his way to school when the **bus missed his stop**. He got off at the next stop, but **didn't know where he was**.



What would you do if you were Benas in this situation?

1 If a bus driver doesn't stop after you have pressed the bell, **politely let them know straight away**. They might be able to let you off before the next stop.

If you travelling alone, it's a good idea **to take a mobile phone with you**. That way, you can **call a trusted adult** who can help you if you are lost.

3 If these things do not work, you will probably need to **ask for help**. You can look for **families with other children**, or ask for help in a **shop from a member of staff**.



What would you do?



Scarlett went to **cross a busy road** near her house, but the **traffic lights were not working**. She saw some other **children running across the road**.



What would you do if you were Scarlett in this situation?

1 If you are close to your house, go back and **ask an adult to help you to cross the road safely**.

If you can't ask an adult for help, then **try to find a safer crossing** that you can use **safely to cross the road**.

2

3 If this isn't possible then you should **be very careful when crossing the road**. **Stop, listen and look right and left** to check for traffic before you cross.



What would you do?

Teacher's note:

This slide makes references to drug paraphernalia. Skip if not appropriate.



Nissi was walking home through an alleyway when she **saw a needle on the floor**, along with some other **strange things**.



What would you do if you were Nissi in this situation?

1

Never touch a needle or anything sharp that has been on the floor. It will have germs on it which could make you unwell.

If you do accidentally pierce your skin on a needle, **hold the cut under running water** and **do not suck it. Tell an adult straight away.**

2

3

Tell an adult about what you have seen. They will be able to help make sure you and everyone else stays safe.



What would you do?

Teacher's note:

This slide makes references to harrassment. Skip if not appropriate.



On his way home from school, **a group of teenagers** who he doesn't know keep **asking Sebastian for his YouTube ID.**



What would you do if you were Sebastian in this situation?

1

If this happens to you, firstly you should try to **ignore them** and **continue on your journey**. Do not give out any of your personal or social media information.

Tell an adult what is happening straight away- do not wait to see if it gets better. They will be able to help to find a solution.

2

3

It is also a good idea to walk to school **with other children**, or with an adult, so that you are not alone on your journey.



What would you do?

Teacher's note:

This slide makes references to county lines and coercion. Skip if not appropriate.



A group of boys approached Kennedy and said he could join their football team if **he delivered a package to an address that he didn't know.**



What would you do if you were Kennedy in this situation?

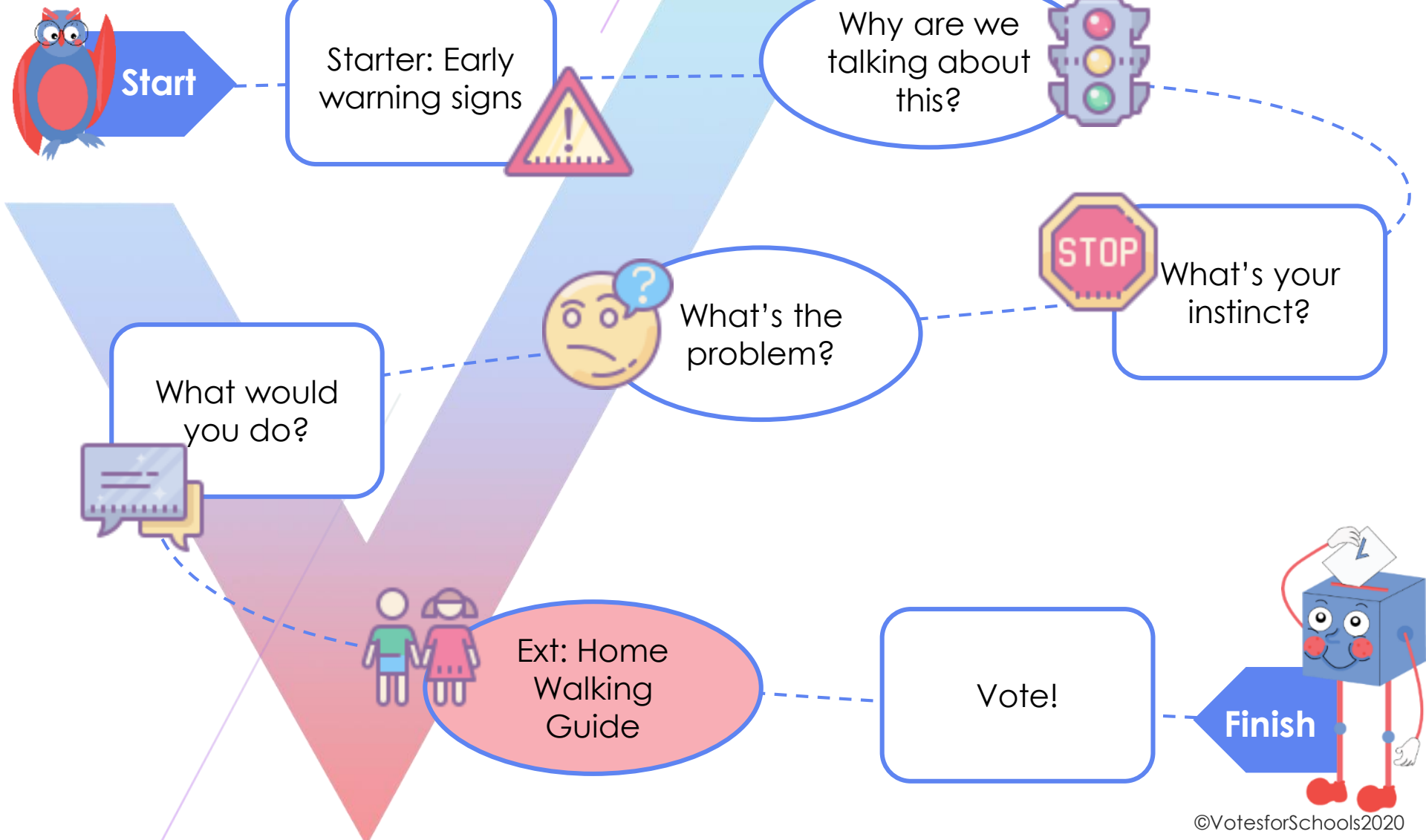
1 You should **never take a package from a stranger**, especially if you **do not know what is inside of it.**

Be polite, but **walk away from the person.** Stay with your **friends**, and with an **adult** if you can, so that you are **not alone with someone that you do not know.**

2

3 When you are home, **tell your parent or guardian** what has happened. Try to **remember as many details as possible** about the **person** and the **place.**

Our learning journey for this week!





Ext: Home Walking Guide



Create a home walking guide (10+ mins)

Based on what you talked about in this lesson, create a **home walking guide for you**, or for children younger than you, to help them know what the risks are outside of school and what they can do to keep safe. Click for ideas!

What risks might someone face when walking to or from school?



What information should you know before you leave?



What should you do in each of these situations?



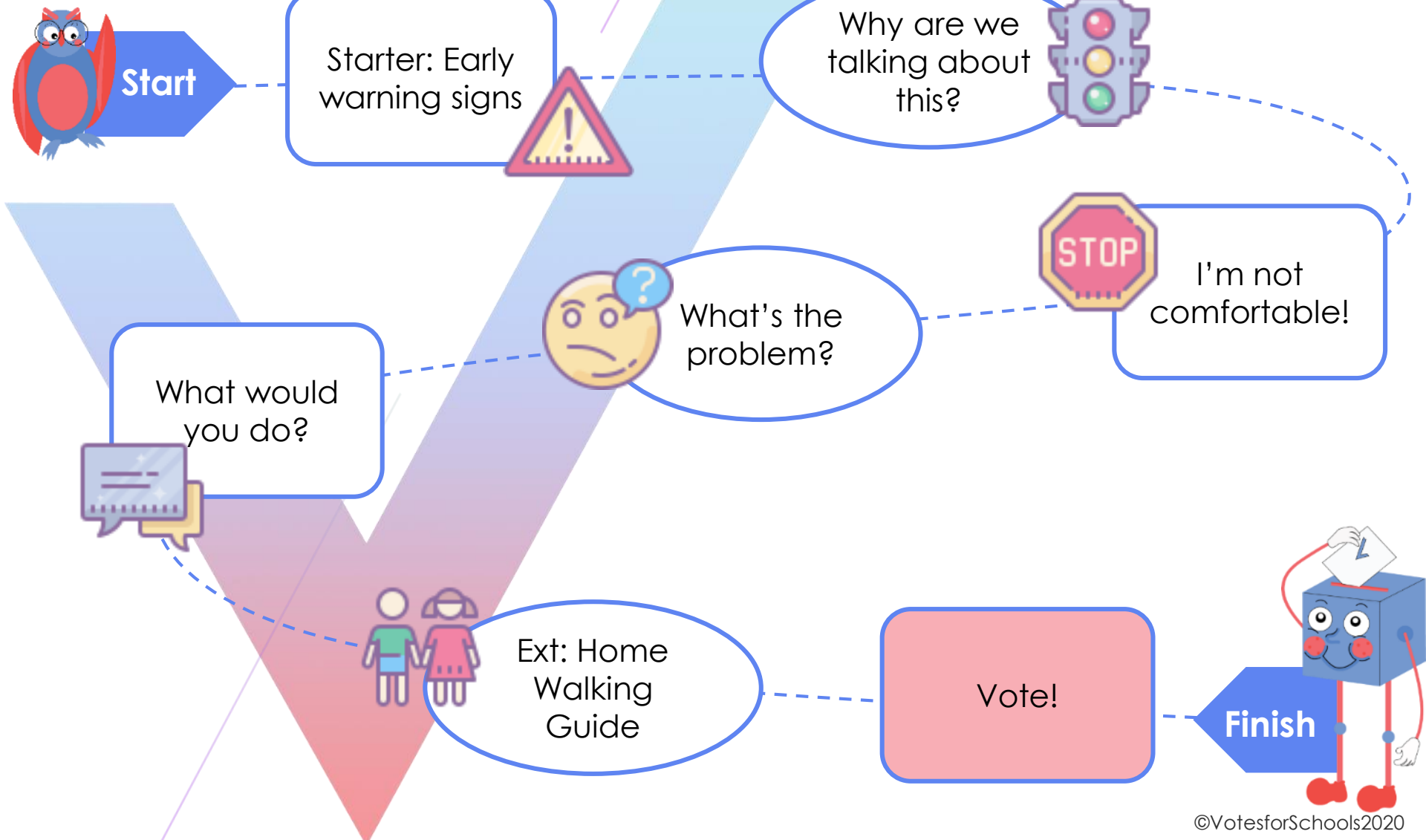
Are there any other tips that you think are important?



Challenge:
If you have time, think about how you can make your leaflet stand out! Could you add colour, pictures and headings?



Our learning journey for this week!





Call to Action!



Quick idea

Share what you have learned!

Why not display your Walking from Home guides somewhere around school, so that other children can read them and know how to stay safe. You could even take it a step further and create a video or assembly on keeping safe!



Big idea

Create a safety committee!

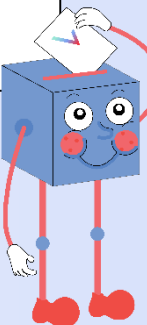
Want to make your local area a safer place? Why not team up with a few of your classmates to make a safety committee. It'll be your job to think about the risks in your local area and to teach others how to stay safe!

Do you know how to stay safe outside school?



Yes	No
<ul style="list-style-type: none">• I know what the risks are outside of school and how to react if I feel uncomfortable• I have memorised my address and a parent or guardian's phone number in case of an emergency.• I feel confident that I would know how to keep myself safe if I faced any of the situations I have heard about today.• ...	<ul style="list-style-type: none">• I don't know what the risks are outside of school or how to react if I feel uncomfortable• I don't know my address and a parent or guardian's phone number in case of an emergency.• I wouldn't feel confident that I could keep myself safe if I was in some of the situations I heard about today.• ...

We will be **sharing your thoughts on this topic** with **Childline, The Children's Commissioner, The Children's Society, Safe Places & Family Lives.**





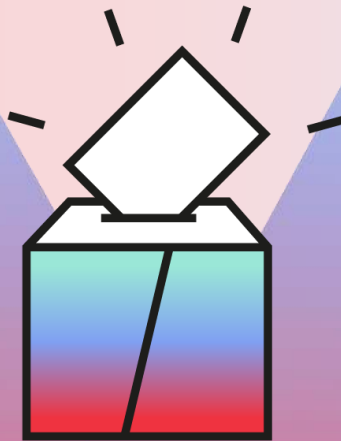
Vote!



In the classroom?

Log your class's votes now at:

www.votesforschools.com/login/teacher



Not sure how?

Click the ballot box to see a video on how to log your votes!

At home?

Follow this link to vote:

<https://www.surveymonkey.co.uk/r/vfs-primary-safety>



Having trouble?

Copy and paste the link into your internet browser!

If you have any issues, feedback or comments, email amy@votesforschools.com.