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education & training through theatre

LESSON PLAN E-BOOK FOR YEAR 5 & 6

Safeguarding, Relationships and Protective Behaviours



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Safeguarding, Relationships and Protective Behaviours

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WHEN YOU FEEL SAFE

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Relationships, Safe Relationships

Time:

30 minutes

Equipment needed:

Copies of the worksheet

An exercise to explore how someone might feel if they are in a safe relationship.

Introduction

This exercise uses creative thinking to explore how someone might feel if they are in a safe relationship.

Exercise

Explain to young people that everyone has relationships with different people (families, friends, boy/girlfriends, teachers, coaches) and that you are going to look at how we know when our relationships are safe.

Run a discussion with the young people on safe relationships. You could record the answers on a board or run verbally.

- What would a safe relationship be like?
- How might someone feel in a safe relationship?

Hand out the worksheet supplied.

Explain to the young people that everyone has the right to feel safe at all times and others have a responsibility to make sure you feel safe. Someone may experience different feelings when they are safe. They may experience feelings about themselves or other people.

Ask the young people to write in the thought bubbles the feelings that someone might experience when they are with or in a relationship with someone who is safe.

Examples: happy, confident, and supported.

You may want to make this exercise more visual by using pictures for the feelings (e.g. smiley emoji for happy) or you may want to run it as a group activity and create one large worksheet.

Summary

Explain to the young people that sometimes people may find themselves in an unsafe relationship and feel very different to what you have spoken about. Ask the group who someone might be able to talk to if they were unsafe. You could give information about ChildLine and the Safeguarding Team in School.

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

Feeling Safe.



GENDER & EQUALITY

Age Range:

8-11, Years 4 - 6,
KS2

Topics Covered:

Gender

Time:

20 - 40 minutes

Equipment needed:

None

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have increased awareness that everyone has a right to feel safe all the time.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

This exercise helps children to think about attitudes to gender and equality.

Introduction

This exercise allows children to reflect on what it means to them to be a boy or girl and to reflect and explore different views.

Exercise

Explain to the group that you are going to look at what they think it means to be a boy or a girl.

Ask the group to create two lists. One is any words or phrases that describe what a boy is and the second is the same for girls.

Ask the group to discuss the differences and similarities between the lists. Are there any words or phrases that can only apply to either a boy or a girl? Keep challenging by asking 'why couldn't a boy / girl do that or be like that?'

Repeat the exercise but this time with a focus on adults and men and women.

Ask the children to discuss their ideas on adult men and women before using the following statements to further explore their ideas.

- **Men have to be strong**
- **Women have to be pretty and sweet**
- **It is okay for a man to hit another man**
- **It is okay for a man to hit a woman**
- **It is okay for a boy to touch a girl whenever he wants**
- **It is okay for men to look after children**
- **It is okay for women to have a good job and career**

Ask the group to think about what kind of men or women they want to be when they are older.

Summary

Explain that men and women are equal in law and that men and women should be able to do whatever they want to do and have the same opportunities. Clarify that it is never acceptable to use physical or emotional violence against anyone and so never okay for a man to hit or harass a woman and that people have a right to feel safe all of the time.

GENDER AND INAPPROPRIATE TOUCHING

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Gender, Inappropriate touching

Time:

20 – 30 minutes

Equipment needed:

A clear space to work in.

Learning Outcomes:

- Children have increased awareness that everyone has a right to feel safe all the time.
- Children have increased awareness of the importance of telling a trusted adult if they have any worries or concerns or don't feel safe.
- Children have increased knowledge of the NSPCC PANTS rule and other ways to stay safe.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to look at inappropriate touching in schools and gender.

Introduction

This exercise uses creative thinking and reflective learning to look at different attitudes to gender and the role that this can have on incidents of unwanted and inappropriate touching in school.

Exercise

Ask the group to form a circle with their chairs. Read out the extract below and ask the group to imagine the scene.

This scene takes place at school. Bradley is a 10 year old boy. Bradley is hanging around one of the corridors at school with a few of his friends when a girl Eva, who is in his class walks past. One of Bradley's friends suddenly grabs Eva and touches her. Eva is upset and runs away. Bradley's friend starts laughing. There are no teachers present at the time however there are other boys and girls around who saw what happened.

Ask the group to imagine that they are in that corridor and can see and hear what is going on. Ask them to think about what other people in the room might be saying about the incident as it is happening. They can overhear what the others in the room are saying such as boys, girls, older or younger pupils.

Go round the circle and ask each person to say what they heard. Ask each person to start by saying **"I heard someone say..."** as it should be very clear that it is not necessarily their own opinion. You can also give the opportunity to pass or to repeat a comment. Discuss the different attitudes or views that came through from the overheard conversations?

Why might Eva upset and why might she have run away?

Why might Bradley's friend have done this?

Is it acceptable for him to touch Eva in a way that she didn't want/ like?

What should the people who saw this happening do?

Later that night Bradley is at home. He thinks that what happened is really bad and doesn't want to be the kind of boy or man who does that kind of thing. He decides that he wants to be a 'better man' than that.

What kind of 'better man' do you think Bradley wants to be?

Summary

Sum up by recapping on the how no matter how much people might think it is funny or have no effect that assaulting or grabbing someone is not acceptable. Recap on the impact that it has and the reasons given for why it is unacceptable. You could also use the NSPCC PANTS Rule which is available on their website to recap key messages about children and young people's personal safety.

DOMESTIC ABUSE

Age Range:

8-11, Years 4-6,
KS2,

Topics Covered:

Domestic Abuse

Time:

20 - 40 minutes

Equipment needed:

Interactive whiteboard or
Flipchart stand and paper

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased awareness that if people are affected by abuse that it is not their fault.
- Children have increased awareness that everyone has a right to feel safe all the time.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to explore the effects of domestic abuse.

Introduction

This exercise uses creative thinking and reflective learning to explore types of bullying and the effects that Domestic Abuse can have on children.

Exercise

Use the instructions below on 'Create a Character'. Create a character called Kal. **Kal is male, 10 years old and lives with his parents.**

Explain to the group that the character is someone who they can imagine being a member of their school. Explain that the characters need to be realistic and consistent.

Once the character has been created, read out the following scenario: **Last night Kal saw his dad hit his mum. This has happened a lot lately and Kal often hears his dad shouting and picking on his mum.**

Begin a discussion using the following questions:

- How might Kal feel about what is going on at home? (Explore lots of different feelings he might be having)
- How might this affect Kal when he is at school? At home?
- What could Kal do if he is worried about what is happening with his parents?

Explain that there is a term that describes what is happening at home for Kal which is 'Domestic Abuse'. This describes when someone (over 16) is in a relationship and is being violent or abusive to the other person. This isn't about people arguing as many couples argue or disagree, but when one person is bullying another in a relationship. Domestic Abuse can include things like violent assault, harassment, damage to property, controlling behaviour and threatening behaviour. These are all crimes and so are against the law.

Summary

Recap that Domestic Abuse is something that sadly many children experience and that if someone like Kal feels unsafe or sad as a result then they can talk to people such as a trusted adult or ChildLine.

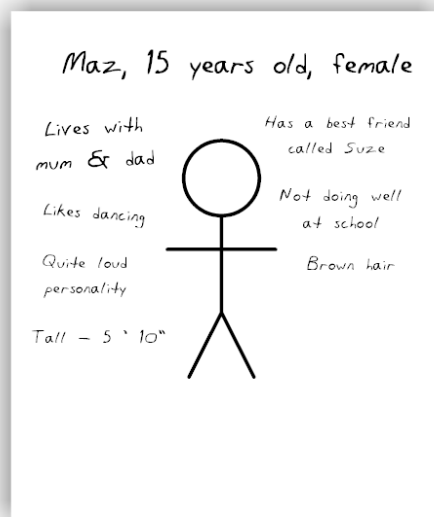
CREATE A CHARACTER

This very simple technique is a great way to engage learners into talking and thinking about an issue.

The learners work together to create a realistic character by each providing a suggestion on the character's appearance, interests, family etc. The aim is to work together to build a realistic and consistent character that can be used to discuss and explore issues.

On a sheet of flipchart paper or on the board, draw a stick figure. Draw this in the middle of the sheet with plenty of room around to write the groups' suggestions. Give the stick figure a name (not the name of anyone in the group!), age and gender and write these at the top of the sheet. Usually the character is similar in age and background to the group to allow them to connect quickly and relate to the character's situation and feelings.

This works best when the learners are in a circle. Go round the circle asking each person to give one fact about the character. The two rules are that the suggestions must be realistic and consistent. They must all follow on from what is already written so if someone has said that the character is very tall then someone else can't say that the character is short. The aim is to build and develop the character as a group. You should have something that look a bit like the illustration below.



Once everyone has had a chance to contribute (and you are happy that the character is realistic and there are no contradictions) then you can use the character to explore a situation. You could pick up on any issues that the group have added or simply add a new piece of information that places the character in a situation that focuses on the issue you want to cover. If we were using the character above we could add 'Maz is being bullied, how might she be feeling and why?' and then explore the different feelings and reasons etc. You could follow a character's journey as they face decisions exploring different feelings the character might have and the different options and strategies available to them.

This technique can be adapted to work with many, many different issues and provides a safe and creative way to engage young people on an issue. Loudmouth run training courses that go into more depth and build confidence in using this and other interactive PSHE techniques. Ring 0121 4464880 for more details.

JUST A LITTLE DARE?

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Relationships, Grooming.

Time:

40/60 Minutes

Equipment needed:

Worksheet supplied.

Learning Outcomes:

- Children have an increased ability to identify signs of abuse including grooming / child sexual exploitation (CSE) or abuse (CSA).
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:
Personal identities
Healthy lifestyles
Risk
Relationships

An exercise to explore unsafe relationships online.

Introduction

This exercise uses creative thinking to explore issues around unsafe relationships online and grooming.

Exercise

Explain to the young people that you are going to focus on online gaming and safety.

Tell the young people you are going to read them an extract from a young lad's diary called Leo who is 10 years old...

The summer holidays are THE BEST I get to spend so much time playing. I downloaded this new game on my iPad last week and I am already doing amazing at it. I got to create my own little emoji which means it's safer than other games because people can't see who I am. There is also this chat bit where you can share advice and tips with others. This girl called 'Daisy499' has helped me so much. She is really nice and we chat for ages, sometimes we even talk when we are not playing the game.

Run a discussion using the questions below.

- How might Leo feel when he talks to Daisy?
- Why might Leo trust and talk to Daisy?
- Why might Daisy be talking to Leo? *If the young people bring up that the gamer might be lying about who they are ask: Even if Daisy is a young female should he trust her?*

Read out the next diary extract:

I am so annoyed! Last night I could not get past this level on my game. Daisy did straight away and I was really jealous, she kept saying that 'girls are better than boys' and 'you are so weak'. It upset me but I didn't tell her that. She said that she would give me some of her coins so I can automatically get to the next level, but only if I did this little dare. She said the dare was to send her a photo of me without my clothes on. My tummy felt well weird when she asked. I don't know what to do.

Explain to the young people that sometimes people in real life and online can pretend to be someone's friend, they may pretend to care for them and build up trust but they do it just to trick them into doing things like taking inappropriate photos. If someone does manipulate someone like that it is called 'Grooming'. Grooming is a criminal offence and very serious.

Hand out the worksheet to the young people and ask them to think about 5 things that Leo can now do to help keep him safe and get advice.

Summary

Recap with the young people that it is really important that if someone feels unsafe whether online or real life they should always talk to an adult they trust. You could also supply Childline information and www.thinkuknow.co.uk website.

Feeling unsafe online?

Here is some help...

1.

Always tell a trusted adult!
Like...

2.

3.

4.

5.

Conscience Alley – Child Sexual Abuse

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Child Sexual Abuse (CSA)

Time:

20 – 30 minutes

Equipment needed:

A clear space to work in.

An exercise to look at the worries and concerns someone might have about Child Sexual Abuse (CSA).

Introduction

This exercise uses creative thinking and reflective learning to develop empathy for those affected by Child Sexual Abuse (CSA) and explore where to get help or support around the issue.

Exercise

Explain that we are going to explore a situation involving a boy called Jak.

Read out the following information – **'Jak is 10 years old. Sometimes when Jak's parents go out they ask another adult who is a family friend to babysit for Jak and his younger brother and sister. Sometimes Jak is on his own with this family friend and this adult touches Jak in a way he doesn't like.'**

Ask the group to stand up and create two lines of equal length facing each other. There should be a gap between the two lines to allow someone to walk through. This technique is known as Conscience Alley and uses the 'alley' or gap in the middle to explore different feelings and develop strategies.

Ask for a volunteer from the group and say that they are going to be 'Jak'. It is not important whether the person is male or female. Explain that in a moment you will ask the new 'Jak' to zig zag their way through the 'alley' approaching everyone in the two lines. Explain that as 'Jak' approaches people in the lines that they are to say out loud why they think 'Jak' might not like this family friend touching him. They can repeat answers that have already been said if they agree or say pass if they can't think of a response. Once the volunteer 'Jak' has been down the alley ask them what thoughts or feelings they can remember. You can also ask the group to help 'Jak' out by reminding him of the suggestions if any were missed. Ask 'Jak' to be themselves and to rejoin the lines. Then discuss the different feelings.

Now ask what if the family friend tried to touch Jak beneath his underwear. What should Jak do? To focus on support, run the exercise again asking for a new volunteer to be 'Jak'. This time the people in the alley should, as themselves, offer 'Jak' some advice on who they think 'Jak' should tell or talk to about this situation. Ensure services such as ChildLine and others are mentioned and which members of staff at their school can also help.

Summary

Explore the different feelings Jak might have had and the different advice given. If there were any bits of advice that the group think Jak might find hard to take on, explore what else Jak could do and where else they could get support. Explain that if an adult tries to touch a child in a way they don't like especially if it is beneath their underwear then they can say no and should tell an adult they trust or a service like ChildLine.

Learning Outcomes:

- Children have an increased ability to identify signs of abuse including Grooming / Child Sexual Exploitation (CSE) or Abuse (CSA).
- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk

YOUR BODY'S WARNING SIGNS

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Relationships, Warning Signs,
Unsafe Relationships.

Time:

30 minutes

Equipment needed:

Copies of the worksheet

An exercise to explore how someone might feel if they are not safe.

Introduction

This exercise uses creative thinking to explore how someone might feel if they are unsafe and how their body may react.

Exercise

Explain to young people that everyone has relationships with different people (families, friends, boy/girlfriends, teachers, coaches) and that you are going to look at spotting unsafe relationships.

Run a discussion with the young people on unsafe relationships. You could record the answers on a board or run verbally.

- What would an unsafe relationship be like?
- How might someone feel in an unsafe relationship?
- How might someone realise they are in an unsafe relationship?

Hand out the worksheet supplied. Explain to the young people that sometimes if someone has an unsafe relationship with someone they might be put in unsafe situations.

Sometimes the body reacts in certain ways and gives you warning signs that something is not right. Ask the young people to write in and around the body how someone might feel or how their body may react if they are in an unsafe relationship or situation.

Examples: butterflies in your tummy, sweaty palms, feeling light headed or dizzy, heart beating fast.

You may want to make this exercise more visual by using pictures for the body's reactions (butterflies in tummy) or you may want to run it as a group activity and create one large person.

Summary

Sum up by asking the group who someone might be able to talk to if they were experiencing these warning signs and were unsafe. You could give information about Childline and the Safeguarding Team in School.

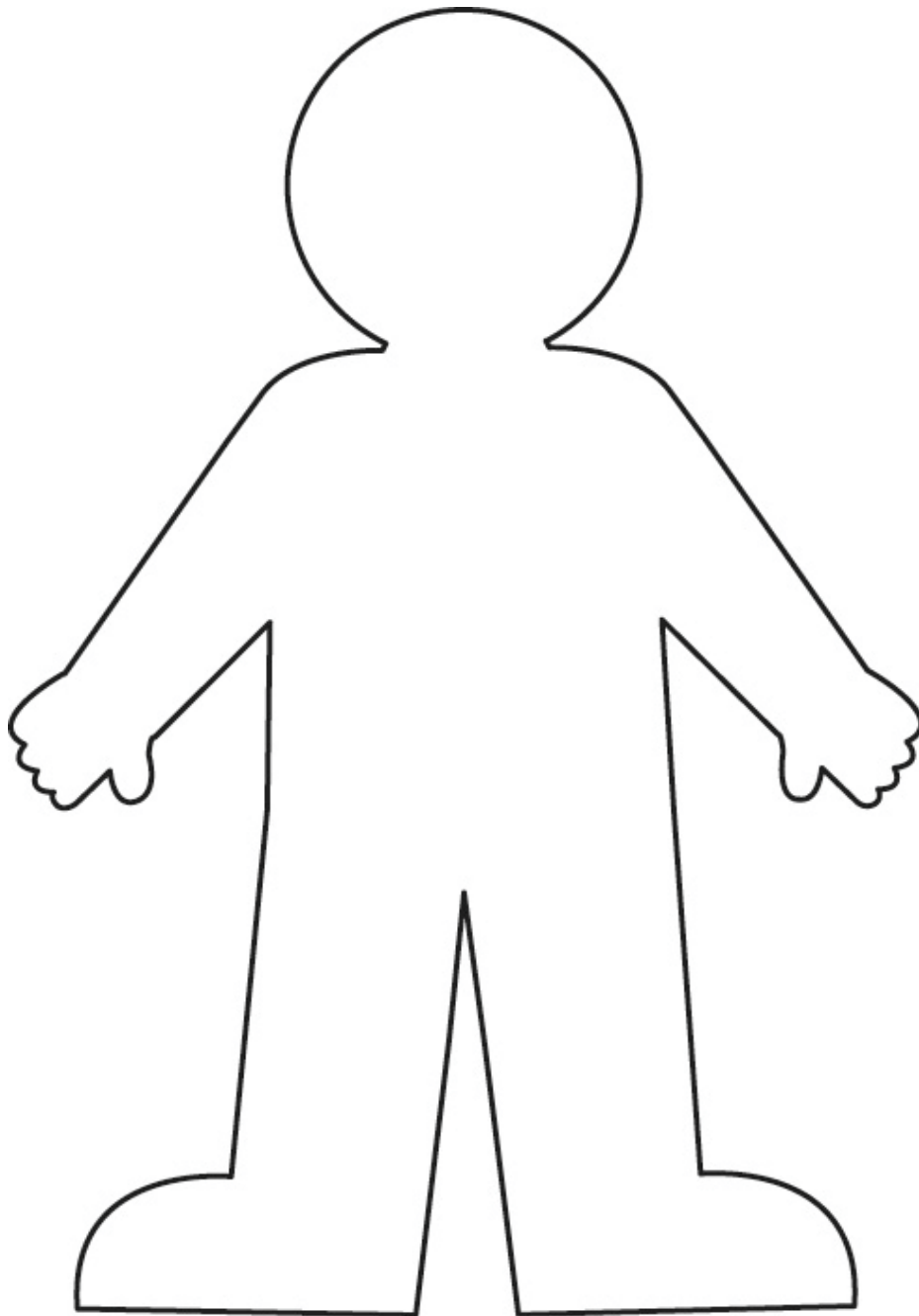
Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

Your Body's Warning Signs



SECRETS AND SURPRISES – WHAT IS SAFE?

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Relationships, surprises and
unsafe secrets, domestic abuse,
CSA and Grooming.

Time:

20/30 minutes

Equipment needed:

Secrets to vote on –
individual secrets cut out
ready.

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased awareness that everyone has a right to feel safe at all times

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to explore safe and unsafe secrets.

Introduction

This exercise uses creative thinking to explore what a safe and unsafe secret is.

Exercise

Explain to young people that sometimes people are asked to keep things a secret and it may be hard for the person to know if they should tell someone else. Ask the young people...

- How might someone feel if they are told a bad secret?
- What would make them feel better? Why? *Try and establish that telling a trusted adult would make them feel better.*

Write on a board two headings 'Safe Secrets' 'Unsafe Secrets'. Explain to the young people that you are going to read out some secrets and ask them to vote on if they think they should be placed on the safe side or unsafe. Stick the secrets onto the board. For each secret ask the young people why they have voted for it to be placed under that heading.

- Cassie's Mum has asked her to keep her Dad's surprise birthday party a secret.
- Maz's best friend is playing against and talking to a stranger on his Xbox. He has told Maz not to tell anyone.
- Jaz's Mum is going to have a baby but told Jas not to tell anyone just yet.
- Sash was writing a birthday card to her sister, her sister suddenly walked in the room and asked her what she was doing. Sash said she was doing homework.
- Tim has a new older girlfriend, she makes him happy but said that no one can ever know they are going out.
- Jay's Uncle asked Jay to show him what is beneath his pants. Jay didn't do it but has still kept it a secret.
- Lou's Teacher is leaving at the end of the year, her teaching assistant has asked all the children to keep a present they bought her a secret.
- Mo has sent a girl in his class a rude photo – but told her not to tell anyone in case he gets into trouble.
- Ella always hears her Stepdad shouting bad things at her Mum. Ella's Mum has told her not to tell anyone.

Summary

Sum up by exploring what is the difference between the safe secrets and unsafe secrets. Pulling out surprises are often safe secrets as it is something someone will find out soon and make them feel happy. The unsafe secrets are often when someone is told they are never allowed to tell or they make someone feel scared or worried.

Safe or unsafe secrets?

Cassie's Mum has asked her to keep her Dad's surprise birthday party a secret.

Maz's best friend is playing against and talking to a stranger on his Xbox. He has told Maz not to tell anyone.

Jaz's Mum is going to have a baby but told Jas not to tell anyone just yet.

Sash was writing a birthday card to her sister, her sister suddenly walked in the room and asked her what she was doing. Sash said she was doing homework.

Tim has a new older girlfriend, she makes him happy but said that no one can ever know they are going out.

Jay's Uncle asked Jay to show him what is beneath his pants. Jay didn't do it but has still kept it a secret.

Lou's Teacher is leaving at the end of the year, her teaching assistant has asked all the children to keep a present they bought her a secret.

Mo has sent a girl in his class a rude photo – but told her not to tell anyone in case he gets into trouble.

Ella always hears her Stepdad shouting bad things at her Mum. Ella's Mum has told her not to tell anyone.

TELLING – WHO? HOW? WHEN?

Age Range:

8-11, Years 4-6,
KS2

Topics Covered:

Telling or reporting abuse
or bullying.

Time:

20 - 40 minutes

Equipment needed:

Copies of the 'Who, How,
When Should I Tell?'
handout.

Learning Outcomes:

- Children have increased awareness of the importance of telling a trusted adult if they have any worries or concerns or don't feel safe.
- Children have an increased confidence in telling an adult if they feel unsafe
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine.

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

An exercise to explore telling.....

Introduction

This exercise helps children to think carefully about telling someone if they feel unsafe or have worries or concerns about things that are happening in their lives.

Exercise

Ask the group to work in pairs or small groups. Give a copy of the Who, How, When sheet to each pair / group.

Explain that when people have worries or feel unsafe that it can be really useful to tell someone so that they can get the help and support that they need. Sometimes though people can find it tricky to tell someone and so you would like them to come up with some ideas to help people if they do need to tell someone about a situation that concerns them.

Ask each pair / group to think about and record their ideas on three questions related to telling.

The first question is 'Who should you tell?'. Ask the group to write down the people or places they would tell e.g. ChildLine, trusted adults as well as the qualities that they would want the person that they tell to have e.g. someone you trust, good listener etc.

The second question is 'How should you tell?'. Ask the group to think about the way that they should tell. How should they try to feel or act when they tell someone?

The last question is 'When should they tell?'. Ask the group to think about when the best times would be to tell the people they thought of telling. When is the best time to talk to them? How long should they wait before they tell? Etc.

Ask the groups to give feedback to the rest of the groups for their ideas on who, how and when to tell.

Summary

Recap the main ideas that came out. Discuss which ideas people thought would help someone to tell and explore any ideas that may not work or would need further thinking.

As a follow up you could ask the group to create a poster that could go around school to help people feel more comfortable about telling someone if they needed support.



WHO SHOULD I TELL?



HOW SHOULD I TELL?



WHEN SHOULD I TELL?

GROWING POSITIVE BEHAVIOUR

Age Range:

8-11, Years 4 – 6, KS2

Topics Covered:

Bullying, Positive behaviour

Time:

30 minutes

Equipment needed:

Hand print template
(Included)

This exercise can be used to look positive behaviour on an individual and group basis

Introduction

Tell the group that we are going create a display for the school. This display will be of a tree which grows positive behaviour.

Exercise

Ask the group to make a list of all the nice things the school does to make people feel happy, healthy and safe. These suggestions should go on the trunk of the tree and show the core things the school and everyone in the school do to promote happy, healthy and safe relationships.

Then ask each learner to take one of the hand cut outs provided on the next page. On their hand ask them to write one thing they do which makes other people feel happy, healthy or safe.

All of the hands can then be used to create the leaves of the tree. (Printing the hands onto green, yellow or orange paper can help to make a colourful, vibrant display)

This display can be used in the classroom or somewhere more prominent in the school.

Learning Outcomes:

- Children have an increased awareness of what makes a safe and healthy relationship.
- Children have increased knowledge of relevant and appropriate services that can support children if they do not feel safe e.g. ChildLine

This supports key concepts for PSHE education in personal wellbeing including:

- Personal identities
- Healthy lifestyles
- Risk
- Relationships

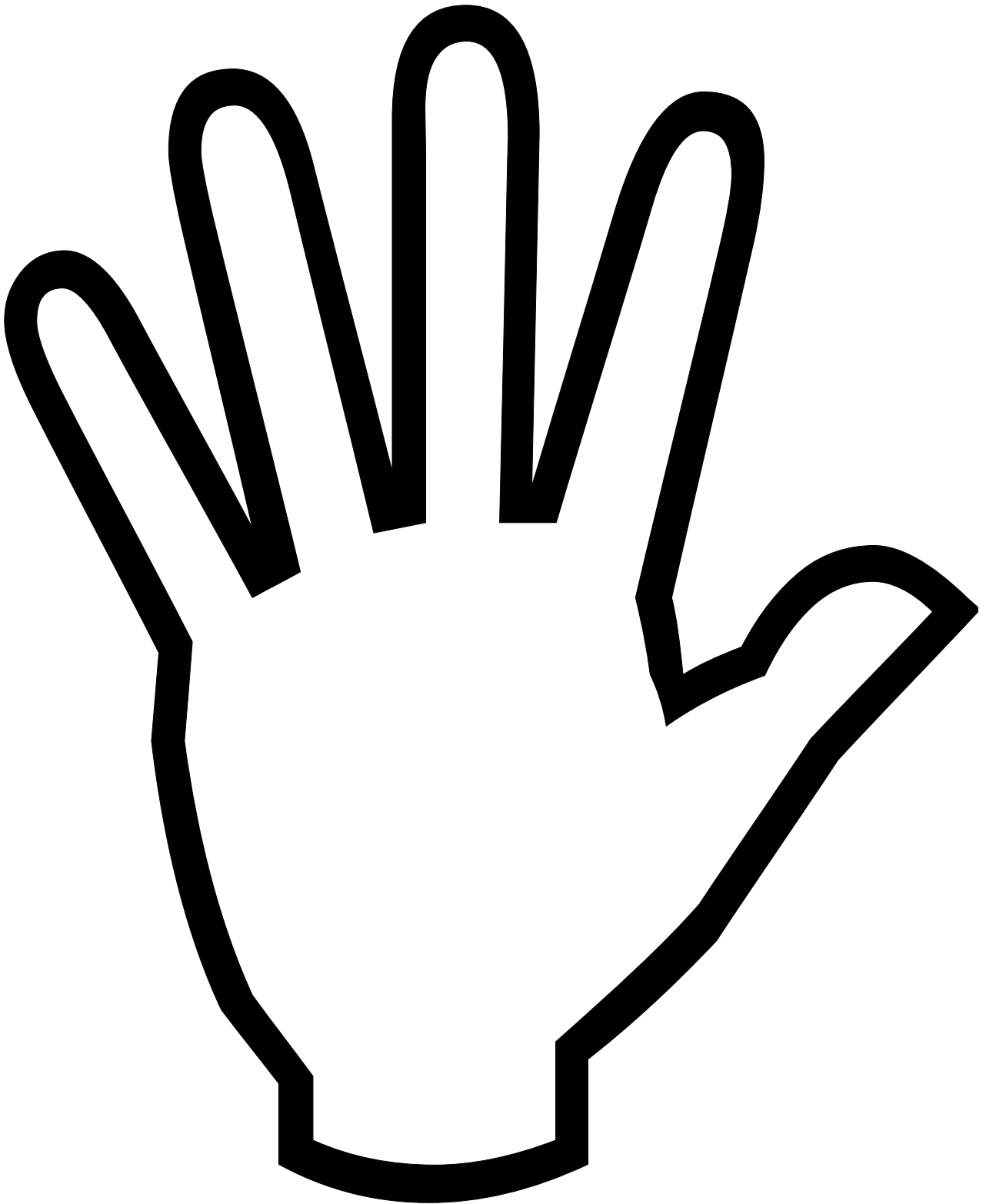
Summary

You could sum up this exercise by asking the group to look at the tree and make any other suggestions to make it grow stronger and any things that might prevent the tree from growing.

Explore how these activities and behaviours can help to stop bullying happening in the school and make the school a safe and happy place to work and play in.

Other Tree displays can be made to look at home life or their community.

Hand Template



Loudmouth Education and Training is a highly respected and innovative theatre in education company. The company has been delivering quality Personal, Social, Health and Economic (PSHE) education programmes since 1994 and has reached over half a million children, young people, professionals and parents.

Loudmouth provides a flexible and diverse range of educational programmes that can support your safeguarding and relationship education. Loudmouth's work aims to ensure a future where all children and young people are healthy, happy, safe and resilient.