



## Rationale for shared teacher guidance in Keeping Myself Safe

This is a guide to how we teach Keeping Myself Safe at CAW. In this document you will find the process and strategies we use and the key points that underpin why Keeping Myself Safe is such a vital part of what we do at CAW.

## The Leadership of Keeping Myself Safe

Quality of Education Lead	Curriculum Development Lead
Thomas McMorris	Katy Woods

## The Teaching of Keeping Myself Safe

At CAW, we understand the important role we have in teaching the children strategies for looking after themselves both in school and in the wider community. As a school, we have selected to use the teaching resource of Keeping Myself Safe as we felt it best addresses the concerns we had about our children and it contains the relevant strategies we wanted our children to learn.

*Foreword from "Keeping Myself Safe":*

*While most schools have well-established programmes for personal and social education, there is an ever-growing concern in society about the importance of providing children with the knowledge and skills to keep themselves safe in a variety of situations.*

*This new resource is intended to provide high quality learning material that will allow children to explore sensitive and relevant issues around personal safety. The objectives include preventing and recognising emotional, physical and sexual abuse of children by familiar people, and also abuse and potential abduction by strangers. The program is intended to increase children's knowledge and awareness of potentially dangerous situations and of strategies that can be applied where their safety is at risk.*

*Through discussion of scenarios and a variety of reinforcing activities, children will have the opportunity to reflect on key personal safety messages and strategies for keeping themselves safe. A key aim of the programme is that these skills can be transferrable to real situations.*

## When Medium Term Planning for Keeping Myself Safe:

Stimuli/Resources	Websites/Staff Server	Planning support from
Each lesson has a key theme and a video to share to highlight that theme. The lesson resources including activities, discussion questions and extra scenarios will be provided by the subject leader.	The lesson materials are all found on the server under "PSHE".	Katy Woods Subject Leader  Planning for each lesson should begin with the intended outcome: what do the children need to learn in order to understand and respond to the question asked of them? Consider how all children will be able to develop their skills in each lesson and how best to facilitate the discussions.
SEND Support	When medium term planning, teachers need to consider how best to support all children regardless of attainment. Thought needs to be given to how best to support children to take part in the discussion elements of the lesson as well as task design and appropriate scaffolding.	





In line with our teaching and learning policy, our most effective way to support children with SEND will be through an effective first wave of teaching. It will be important to consider whether the content of the PSHE lesson will be appropriate for some of our children or if content appropriate for younger years would be needed first. For Keeping Myself Safe lessons, consideration needs to be given whether a whole class provision is appropriate or whether small group or one to one sessions would enable a child to develop a greater depth of understanding and give them the opportunity to ask appropriate questions.

## Most effective lessons look like...

There are several additional factors to consider when planning and teaching a unit of Keeping Myself Safe:

### 1. **Why are the lessons always taught in the morning?**

This gives the children the time to process the information given, ask important questions and make disclosures before the end of the school day.

### 2. **How do we create a safe environment for the lesson to take place in?**

Teachers will need to give themselves time both in the lesson and with the preparation. This means they will know exactly what to say. Teacher will need to be prepared to deal with disclosures, misconceptions and inappropriate comments. The lessons have to be inclusive and a balanced content of information needs to be given to the children. Teachers need to allow plenty of time for discussion to take place in the lessons and give extra time if it is clear children have more to say or there are many misconceptions to address in an age appropriate way. Teachers will have a lengthy discussion with the class about confidentiality and what this means ensuring that children understand secrets are not going to be kept. An ask it basket or a question box is to be used in each year group to give the children have several ways to ask questions. The first session always starts with the class or group writing their own ground rules about what is to happen and what is not to happen in each session. These rules should be referred back to at the start of each subsequent session as a reminder.

### 3. **What should the class rules include?**

Important things to consider include:

- Respect
- Listen to each other
- Ask questions in a sensible way
- It's ok to feel a little embarrassed
- Right to pass
- Don't use any names
- Tell people at home what we have talked about
- Our discussions stay in the classroom
- Adults may not be able to answer all questions in school

### 4. **What if you can't or don't want to answer a question during the lesson?**

If teachers are asked a question they do not want to answer, they can tell the class they will come back to that in the next lesson. They can then talk to the child about how that question is not something that can be answered in school and can report the question to parents or carers for them to answer at home. The subject leader will take on this responsibility and have any tricky conversations with parents.

Staff will use the lesson materials provided for Keeping Myself Safe lessons and will consider the 7 part lesson structure carefully when planning their lessons to assess how best to deliver the materials:

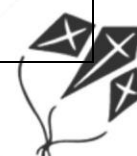




Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Immediate Engagement	Independent Learning Time	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Reflect and Perfect	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
		Independent Learning Time	Teacher Led Phase			
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Evaluate and Demonstrate
Independent Learning Time						
Immediate Engagement	Teacher Led Phase	Independent Learning Time	Assessment Accountability	Independent Learning Time	Assessment Accountability	Evaluate and Demonstrate
Immediate Engagement	Reflect and Perfect	Teacher Led Phase	Independent Learning Time		Independent Learning Time	Assessment Accountability
		Independent Learning Time	Teacher Led Phase			

Pupil outcomes	
Intended Learning	Exercise Books/Demonstrable Outcomes
Use the Keeping Myself Safe Resources to ensure all relevant safety strategies are <b>taught</b> .	<p>There will be at least one written piece of evidence for Keeping Myself Safe in the PSHE / RE books. This will show they have reflected on the discussion or it will record the types of activities that have taken place. The evidence may be in the form of writing, drawing, photographs or sorting or ranking activities that can be put in the book.</p> <p>These are identified with a date and the key question that has been the focus of the learning.</p>

Feedback
Please refer to our Feedback and Marking Policy in line with this guidance
Verbal feedback should be given during the lesson. This feedback should help to guide children to use the correct language and to explore their beliefs and ideas and to listen to the beliefs and ideas of the others in the class. The feedback should encourage children to take an active part in the lessons. H,M or I should be indicated on the written work produced. Some teachers may choose to ask for written feedback through key questions or challenge or extension activities.





## In Development

It is important that we are constantly reviewing and developing our practice for Keeping Myself Safe to ensure we provide the children with the most appropriate skills to ensure they are safe when in their community. To ensure this happens we are working on the following:

1. Enhancing the Keeping Myself Safe (KMS) Resources – we are looking at other resources that we could use to complement the KMS resources to ensure a broad and balanced curriculum.
2. Lesson structure – we need to look at the best possible way to deliver the key messages of the units of work so that all children can retain the information.

