



Safer Together Programme

Introduction

In Oxfordshire we want to ensure that all children grow up happy, healthy and safe. Unfortunately, we will all be aware of upsetting reports in the media about children who have been abused and hurt, sometimes by strangers and more often by adults who are known to them.

We want to make sure that all children living in the county have the best possible start in life and are equipped with tools to help them to feel and keep safe and get help when they need it. That is why we are introducing the Protective Behaviours programme, which we have called **Safer Together**, into primary schools' years 3 and 4 across the county.

Protective Behaviours is a safety awareness and resilience building programme. It fits alongside the PSHE curriculum and helps children to recognise any situation where they feel worried or unsafe, such as feeling stressed, bullied or threatened and explores practical ways to keep safe. Protective Behaviours also looks at identifying support networks for times when we need someone to listen and help. The Safer Together programme will deliver lessons to children in year group 3 and 4.

Parents and carers also have a really vital role to play in making sure that the programme works. What we know from the research is that children get much better results from safety programmes when the ideas are also reinforced by adults at home. The following information has been written to inform parents and about what children will be learning in school and provide ideas to support this learning at home.

What's it about?

The Safer Together programme is based on Protective Behaviours. This is a practical and down to earth approach to personal safety which can be used for anyone - no matter what their age! The sessions are focused on primary school children in years 3 & 4.

Talking to children about safety, Parents and carers sometimes worry about frightening children by teaching them about safety issues. The reality is that children need to be taught skills to keep safe, just like they need to learn other life skills. Some of the safety messages that we give to children might also not be very accurate, for example 'Stranger Danger'. Sadly, it is a fact that children are more likely to be at risk from someone they know, rather than from 'a stranger' they don't know.

Protective behaviour is based on two themes:

" We all have the right to feel safe all the time."

"We can talk with someone about anything, even if it's awful or small."

We thought it would be useful to know in advance the content of each lesson as well as when they would occur. This can enable you to support their learning at home if you wished. We also considered it useful to be prepared in case their child asked them questions about certain areas that are covered. The programme builds on our PSHE programme of work. We want to ensure that parents feel as involved as possible, so we have included some 'optional' home learning activities for the end of some lessons.

Learning Outcomes by session themes

Year 3	Confident Me	Feelings & Feeling safe	Feeling Unsafe	Me and My Body	Who Should I Tell	What Have we learnt
	<p>I can walk in confident ways</p> <p>I can talk about things that are positive about me.</p> <p>I can share a positive thing about a friend or someone in my class.</p> <p>I can discuss the class rules and how they make me feel.</p> <p>I can describe how I feel today</p>	<p>I can recognise different feelings.</p> <p>I do know I have choices about my behaviour.</p> <p>I understand that I can feel different feelings at the same time.</p> <p>I know if I am worried, confused or scared I can do something.</p> <p>I know 'I have the right to feel safe all the time'.</p>	<p>I can recognise my EWS</p> <p>I can identify behaviours of other people that make me feel unsafe or uncomfortable.</p> <p>I can share ideas of when I have experienced my EWS and think of things I did or could do to reduce them</p>	<p>I understand the difference between safe and unsafe things like touches, secrets.</p> <p>I can identify various parts of my body and know my family name for them and what the proper name is.</p> <p>I can use STOP, THINK, DO if I start to feel unsafe</p>	<p>I know the skills and character of someone who could help me</p> <p>I can give an example of a time when I have asked for help and how that made me feel.</p> <p>I have a network of people who can help me feel safe, in school and outside of school</p> <p>I know 'I can talk with someone about anything, even if its awful or small'</p>	<p>I can discuss different situations and identify some of the choices I could make.</p> <p>I know I have the right to feel safe and I can talk with someone if I don't feel safe.</p>

Learning Outcomes by session themes

Year 4	Confident Me	Feelings & Feeling safe	Feeling Unsafe	Me and My Body	Who Should I Tell	What Have we learnt
	<p>I can list key characteristics of a confident person</p> <p>I can identify a time or situation when I am confident.</p> <p>I can give an example of a time or situation when I don't feel confident</p> <p>I can list my own strengths and skills</p> <p>I can say what the characteristics of a good friendship are.</p>	<p>I know about the UN Convention of Rights of a Child and how these help children be safe.</p> <p>I understand that the behaviour of some people can affect the rights of others.</p> <p>I know that with all rights comes responsibilities.</p> <p>I know 'I have the right to feel safe all the time'.</p>	<p>I understand the difference between a risk on purpose and when something is unsafe.</p> <p>I can recognise that dares are not always safe.</p> <p>I know some ways to say no when I feel unsafe.</p>	<p>I understand the difference between treats, bribes and threats and how to keep myself safe.</p> <p>I can understand the difference between unsafe secrets and when to tell.</p>	<p>I understand that telling someone on my Network Hand about my worries can help me deal with them and feel safer.</p> <p>I can recognise that different people can help me with different things.</p> <p>I know that it is important to review the people on my Helping Hand network and know who else I can talk to in an emergency.</p>	<p>I can discuss different situations and identify some of the choices I could make.</p> <p>I know I have the right to feel safe and I can talk with someone if I don't feel safe.</p>