

How does Speak out Stay safe link to the RSE curriculum in England?

NSPCC Speak out Stay safe key stage two – under 11s assembly, lesson plan and workshop for ages 9-11

SOSS success criteria

- I can explain the different types of abuse.
- I know abuse is never a child's fault.
- I know I have the right to get help if I need it.
- I know who to talk to if I need help.
- I know the Childline number and how to access the Childline website.

RSE statutory guidance objectives	PSHE Association KS2 objectives
Families and people who care for me <ul style="list-style-type: none"> ➤ How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R9
Caring friendships <ul style="list-style-type: none"> ➤ How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	R18
Respectful relationships <ul style="list-style-type: none"> ➤ Knowledge about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ➤ Seeking and giving in relationships with friends, peers and adults. 	R19, R20, R28, R22, R26
Online relationships <ul style="list-style-type: none"> ➤ That the same principles of respect apply to face-to-face and online relationships. The importance of respect for others online, including when we're anonymous. ➤ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report any issues. ➤ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they've never met. 	R24, R30, R29,
Internet safety and harms <ul style="list-style-type: none"> ➤ Why social media, some computer games and online gaming, for example, are age restricted. ➤ That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ➤ Where and how to report concerns and get support with issues online. 	H37, R20, H42

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<p>Being safe</p> <ul style="list-style-type: none"> › What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). › The concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. › That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. › How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. › How to recognise and report feelings of being unsafe or feeling bad about any adult. › How to ask for advice or help for themselves or others, and to keep trying until they’re heard. › How to report concerns or abuse, and the vocabulary and confidence needed to do so. › Where to get advice eg family, school and/or other sources. 	<p>R22, R27, R25, R29</p>
<p>Mental wellbeing</p> <ul style="list-style-type: none"> › That there’s a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans experience in relation to different experiences and situations. › How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. › Isolation and loneliness can affect children and that it’s very important for children to discuss their feelings with an adult and seek support. › Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental wellbeing or ability to control their emotions (including issues arising online). 	<p>H17, H19, R13, H21, R20</p>

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UNCRC link 'Rights Respecting Schools'

Article 12 – You have the right to an opinion and for it to be listened to and taken seriously.

Article 13 – You have the right to find out things and say what you think.

Article 19 – You have the right to be protected from being hurt or treated badly.

Article 24 - You have a right to the best health possible and to medical care and to information that will help you to stay well.

Article 27 - You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.

Article 34 - You have the right to be protected from sexual abuse.

Article 36 - You have the right to protection from any other kind of exploitation.

Article 37 - You have the right not to be punished in a cruel or hurtful way.

Article 39 - You have the right to help if you have been hurt, neglected, or badly treated.