# Year Six
## Lesson 5
Lesson length: 60 minutes

## Unit title: Being a respectful and responsible individual
Lesson title: Building resilience

Year
**6**

## Learning Objectives

To be able to recognise negative influences

To be able to ask for help when dealing with difficult situations

## Relationships and Health Education

### Learning Outcomes

### Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking

### Internet safety and harms

- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical well-being
- how to consider the effect on their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- that the internet can also be a negative place, trolling, bullying, and harassment can take place, which can have a negative impact on mental health

### Mental wellbeing

- 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)

## Suggested Activities

**Activity** Begin the lesson by disgussing the following:
- How do we stay safe online? (previous learning)
- How do you know that you may be in danger on and offline? Are there any clear signs?
- What are the risks of not knowing who you are talking to on and offline? Discuss the potential harm. Ensure that pupils are aware that not everyone is who they say they are. Keep your personal information private.

Watch YouTube clip titled: Jigsaw for 8 -10 year olds
https://www.youtube.com/watch?v=IB-sqbHSkpU

**Activity** as a class discuss

What is grooming?
A nasty person who lies by using nice words to gain your trust. They will trick you into doing detrimental things and make bad choice. They can also hurt you and make you do things to hurt others or put others at risk.

Who can groom you?
Someone you don't know but there is also a high risk of it being someone you do know. It could be someone that you play online games with. Allow pupils time to discuss how someone can groom you e.g. buy presents, compliment, listen to their worries and their detrimental effect it has.

Who is at risk of being groomed?
Through discussion it should be made apparent that it is not just vulnerable children who are at risk. Any child is at risk of being groomed (girls and boys) Let us explore different types of grooming? e.g. gang grooming through gaming/ drugs and alcohol and child sexual exploitation.

Explore what might they make you do? What are the consequences of becoming a part of a gang? This could be friends of yours from school or family.

**Activity** Role play or hot-seat a person who is under pressure to become involved in an inappropriate activity such as being groomed to join a gang.

- What signs should you be aware of when you are online?
- What should you do to keep yourself safe?
- CEOP report online, ChildLine, contact police, tell your parents or a trusted adult

https://www.ceop.police.uk/safety-centre
https://www.childline.org.uk

**Activity** Create a poster of 'Top Tips' for keeping safe

**Supporting resource** http://www.skipseducational.org/safety-net

**Debrief** Encourage pupils to reflect on their experiences on and offline and to be courageous and brave when finding help and support.

## Unicef Articles
Article: 3-6, 8, 12-19, 24-27, 31,33-37, 40

## Resources
NSPCC
ChildLine
Skips Safety net
CEOP

## Key vocabulary
Online safety
Personal information
Grooming - Child Criminal Exploitation / Child Sexual Exploitation/Radicalisation
Gang culture