* I can talk about strategies to use to respond to hurtful behaviour.
* I know how to report concerns and get support if I see something online that makes me feel unsafe.
* I can recognise when others are pressuring me to do something I don’t want to.

Safe relationships

A group of colorful squares with text

Description automatically generated

• I am able to judge what kind of physical contact is acceptable or unacceptable.

• I know some ways I could respond to unwanted physical contact.

•I know and can name some different people who I can trust that I can go to for help.



HAND PEOPLE

* Teachers and teaching assistants
* Parents
* Lunch time staff
* Grandparents
* Aunties/ Uncles

|  |  |
| --- | --- |
| **Key Vocabulary** | |
| Abuse | When someone causes us harm or distress. |
| Abuse Of Private Parts | Inappropriate touching or viewing, usually of private areas. |
| Appropriate | Something that it is suitable. |
| Child Line | Childline is a free service for children and young people - here whenever they need support or advice. |
| Communication | The act of giving, receiving, and sharing information. |
| Emotional Abuse | Treating someone in a way that affects their emotional well-being. |
| Genitalia | A persons private areas |
| Negative | Bad |
| Neglect | Ongoing failure to meet the basic needs. |
| Positively | Good |
| Physical Abuse | Deliberately hurting a child, causing injuries. |
| Physical Contact | Touching. |
| Private | Something you don't want to share; it's for your eyes only. |
| Respect | Respect is a way of treating or thinking about something or someone. |
| Respond | Answering someone |
| Safe | Free from harm or risk |