

**‘I have the  
right to be safe’  
KS2**

**Beatbullying**

# 'I have the right to be safe'

## Lesson Plan



### Objectives

- I recognise that I have the right to be safe
- I understand my right to be safe
- I can identify my responsibilities to be safe

### Links with National Curriculum

- EN1 Speaking and Listening 3 Group Discussion and Interaction a) make contributions relevant to the topic and take turns in discussion c) qualify or justify what they think after listening to others' questions or accounts
- EN3 Writing 1 Composition a) choose form and content to suit a particular purpose
- 9 Breadth of study b) to inform and explain, focusing on the subject matter and how to convey it in sufficient detail for the reader

### Resources

- Sorting hoops
- Rights and responsibility cards (attached)
- Images (attached)
- Paper/pencils /pens
- 'right to be safe' card (attached)

### Introduction

This lesson plan links with Beatbullying's Anti-bullying week theme 'I have a right to be safe'. It is the second in a series of three lesson plans that also link with a whole-school assembly. The lesson plans in the series are 'Rights and responsibilities'; 'My right to be safe'; 'My right to be cyber-safe'

## Warm-up



Show a copy of your school or class rules.

**Ask:**

- What are these?
- Give me one reason why we have them? (aiming for ‘to keep us safe’)
- Which rules keep us safe? How?

Thought shower as a class what other rules and behaviours keep us safe. Draw out how they keep us safe.



### Activity 1

Put up the ‘right to be safe’ card and ask:

- Do you have the right to be safe? Why?
- What does the right to be safe mean?

Show the images one at a time. Ask:

- What is happening?
- Does A have the right to be safe? Why?
- Does B have the right to be safe? Why?
- What responsibilities does A have?

What responsibilities does B have? Ask each child to choose one image and write the story they see, remembering to explain the rights and responsibilities that are involved.



**Activity**

## Plenary



**Ask:**

Recap of rights and responsibilities game.

Return the class to their six groups: each with a sorting circle and a set of rights and responsibilities cards.

Ask them to find the ‘right to be safe’ card and place it at the top of one sorting circle.

Give them two minutes to sort all responsibilities into ‘right to be safe’ and other. Check what responsibilities they have included. What examples can they give of the responsibility? What other responsibilities could we add?

To be safe

To play

To be treated fairly

To make mistakes

To speak freely

To be listened to

To not purposefully hurt  
someone else

To stand up for what you  
believe in

To be loved and respected as  
an individual

To a clean home and school



To love and respect others

To listen to others

To learn all they can

To eat well

To include everyone

To look after home and school

To take care of yourself

To be fair to all

To let others have their opinion







