

Be the best that you  
can be!



# Medina House School

## Scheme of Work

## Topic/Strand: 'Be Safe' - Public and Private places

**Context:** At Medina House all of our pupils have complex learning difficulties and this makes them very vulnerable. The MHS scheme of work is adapted from the 'So Safe' programme and is called 'Be Safe'. Although taught through a series of lessons the programme will also reach across the whole school curriculum and staff should look for those "teachable moments" throughout the course of the day. Such teaching often has the most impact due to so many of our children learning best in the "here and now."

**Entitlement and coverage:** Although non-statutory, PSHE lessons are taught discreetly to each class. PHSE is also embedded throughout the curriculum and looks to promote SMSC- empowering children and building on their knowledge, self-esteem and confidence, learning acceptable social responses in a variety of situations.

**Content of Scheme of Work:** To make children aware of public and private places around school and out in the community whilst on social skills trips.

**Key Vocabulary for this topic/strand:** Public / Private - 'a private place is somewhere other people cannot see me or hear me doing private things'

Private places - bedroom, toilet, bathroom, changing room, changing clothes

Public places - classroom, corridor, hall, gym, kitchen, lounge, beach, bus, cinema

Private parts - mouth, bottom, vagina, breasts (female) mouth, bottom, penis (male)

Private helper - help, family, general body parts, family, people who help us at school, friend, visitor, don't know,

**Title of this Strand: Public and Private places.**

This unit should be **assessed** by photos, recording on iPads, recording against B-Squared criteria. Some elements may also feature in a pupil's IEP.

Teachers will use the following scheme of work as the basis of their short term planning - by using the learning objectives for their class - ensuring they differentiate for individual needs and incorporate relevant individual approaches.

Learning Objective Which must be broken down	Ideas for differentiation	Some Suggested Activities	Resources	Learning Outcomes
I can find public and private places.	<p><b>All Pupils will:</b> identify public and private places in the classroom</p> <p><b>Most will:</b> identify public and private places around school</p>	<p><b>Public and private places</b></p> <p>Use of objects of reference for public and private - match the objects of reference when visiting toilet/ having personal care.</p> <p>Treasure hunt with symbols - match symbol to that displayed around school</p> <p>Lotto matching games - symbols,</p>	<p>Photos</p> <p>Tally charts</p> <p>Lotto and matching games</p> <p>Camera</p> <p>Ipad</p> <p>'Be safe' pyramid</p> <p>Large symbols - public,</p>	<p>.</p> <p>I can identify a public and private place.</p> <p>I can identify a range of public and private places around school.</p> <p>I can identify public and private places within school and when I go out</p>



	<p><b>Most pupils will:</b> be aware of the public and private parts of their body.</p> <p><b>Few will:</b> be able to label parts of their body and use the correct terms - vagina and penis for their private parts.</p>	<p>underwear private symbols will be displayed.</p> <p>Use of baby dolls - adult to stick labels on private/public so children can experience when playing with them.</p> <p>Singing songs - heads, shoulders, knees and toes</p> <p>Use of whiteboard to hear songs about our body - 'this is me'</p> <p>Sorting - activities we do in class, activities we do in the toilet, changing room.</p> <p>Teach the NSPCC underwear rule</p> <p>Visit scenarios - look at scenario and possible answers, some right and some wrong i.e. Jane's underwear is uncomfortable what can she do . . .</p> <p>Match labels of body parts to picture</p> <p>Symbol and photo lotto games</p> <p>Use of social stories</p> <p>My world - labelling body</p> <p>Continuous - 'golden teaching moments' throughout the school day there are plenty of opportunities to refer to the 'be safe' pyramid and to meet symbols and vocabulary around private and public body parts when behaviours arise during class time - remind the children - that is a private activity what do you need to</p>	<p>labelled private</p> <p>Pictures of different activities to sort into private and public</p> <p>Range of teaching scenarios with range of correct or wrong answers</p> <p>Pictures of the body with labels for matching</p> <p>Matching and lotto games</p> <p>Social stories</p> <p>Interactive whiteboard -</p> <p>Use of body on my world for children to click and drag the labels</p> <p>'so safe pyramid'</p> <p>Large labels - public/private</p> <p>Baby dolls with private labels stuck on</p> <p><a href="https://www.youtube.com/watch?v=QKHQOCYwjaI">https://www.youtube.com/watch?v=QKHQOCYwjaI</a></p> <p><a href="https://www.youtube.com/watch?v=Xpt4j6CqgW4">https://www.youtube.com/watch?v=Xpt4j6CqgW4</a></p> <p><a href="http://www.nspcc.org.uk">http://www.nspcc.org.uk</a></p>	<p>public on areas of my body.</p> <p>I am able to label a range of body parts on my body using the correct terminology for my private parts.</p>
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<p>I know who is a private helper.</p>	<p><b>All pupils will:</b> know the private helpers that help them within school and at home.  <b>Most pupils will:</b> know who is a private helper and who is not  <b>Few pupils:</b> will be able to use the 'Be safe' pyramid to check on the correct responses for different adults.</p>	<p>do . . .</p> <p><b>Private helpers</b>  Sensory smells or fabrics associated with private helper.  Lotto games - match photos of helpers and friends  Match a range of photos of helpers around school  Look at other helpers that may need to be a private helper at times - doctor, nurse  Use of 'Be safe' pyramid for teaching responses to a range of people  Share social story - who can touch the private parts of my body  Sorting games - private helpers, ok helpers, people I don't know.  Have poster of private helpers up where needed - keep reminding children of who is a private helper.  Teach children to say 'No' - Matching statements to scenarios - yes you can help / no!  'Golden teaching moments'  Constantly refer back to 'Be safe'</p>	<p><a href="#">/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf</a></p> <p>Lotto games with photos of friends and helpers in class  'Be safe; pyramid  Sorting games with pictures of different people  Social stories</p>	<p>I can identify my private helpers that help me within school.  I can identify who is a private helper and who is not.  I can use the 'Be safe' pyramid to check on my responses to different people.</p>
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Key Stage: 1 and 2

Term Spring 2B

Strand:

		pyramid and remind children of their different responses to a range of people. Role plays		
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