Derbyshire Constabulary: Primary School Programme

We understand the importance of education and the role it can play in preventing crime and ensuring young people know what to do if they need help and support, which is why we have created a primary school education programme.

This guide covers the topics we have available and what each input includes. To make it easier this has been broken down into key stages. Inputs are designed to be delivered to a maximum of 40 students at a time, they can be built on year by year or delivered as an individual session. Each input is delivered by police officers or staff, who are based in our local Safer Neighbourhood teams, which we hope helps to build a positive relationship between the school, young people, and the police. To find out who your local officers are and to book school inputs you can contact them using the following link: Your area | Derbyshire Constabulary.

We want young people to understand the law so they can make informed decisions about their futures, but we also want to ensure they understand their rights and know that the police are there to help them if they need it.

We understand that time in school is precious, which is why we have aligned our school inputs to meet the PSHE and RSE curriculum for each key stage, where possible. Our inputs are designed to get young people to have open and honest discussions, to encourage behaviour change and to consider real world issues that may affect them now or in the future. We also aim to equip them with the tools to manage these situations and know where to go for help and support.

If a topic is not within this guide, then we do not currently cover this on our programme and any requests to our safer neighbourhood teams will be turned down. This is to ensure that the content created is consistent across the county and that it meets best practice in an educational setting. If you would like to suggest an input for development, then please contact julie.berry@derbyshire.police.uk and this will be considered. Please note that we do not deliver inputs on drugs or alcohol as this is covered by specially trained staff in the council.

We welcome feedback on our inputs to support continual development. This feedback can be anonymous, and any issues raised will be addressed sensitively. To leave us feedback on what works well or what can be improved, complete our short form here: School Feedback on School Inputs by Police (office.com)

50 mins – 1 hour per input	Group work	Always lists support services	Promotes creativity

Anti-social behaviour

KS1:

- What is ASB?
- Examples of ASB
- Understanding how a victim of ASB might feel
- Who does it impact?
- Consequences
- Respectful behaviour
- Poster activity to encourage others to display respectful behaviour in their community

KS2:

- What is ASB?
- Who does it impact?
- Impact of ASB on offender, victim and wider community
- ASB scenarios and thinking of ways to reduce this type of behaviour
- Consequences
- Peer pressure
- Being respectful
- Different view points
- How to report ASB
- Quick quiz

Bullying

KS1:

- What is bullying?
- The different types of bullying
- Why people bully others
- Activity around the feelings a person being bullied may experience
- Impact of bullying
- What to do if you're being bullied
- How to talk to a trusted adult

KS2:

- What is bullying?
- The different types of bullying
- Why do people bully others?
- Impact of bullying
- What happens to the bully?
- What to do if you are the bully
- What to do if you're being bullied
- How to start a conversation with a trusted adult
- Bystanders

County Lines

KS2 only:

- What is county lines?
- The law
- Who does county lines impact?
- Consequences
- How young people get involved
- How the grooming process works
- Dealing with peer pressure
- Spotting the signs
- How to report concerns
- Help and support services
- Activity: dealing with social media queries from young people – what would you do as a youth outreach worker (acts as a knowledge check at the end of the session).

Cyber crime

Your digital footprint:

KS2 only:

- What is a digital footprint?
- Active and passive footprints
- Deleting files
- Examples of good and bad footprints
- The law
- Being respectful online
- Support services

What does your selfie say?

KS2 only:

- What is social media?
- Hidden information
- Consider the background
- Consent to share
- How fast an image can be shared
- Talking to trusted adults
- Support services

Cyberbullying

KS1:

- What is the internet?
- SMART rules for using the internet
- Bullying and cyberbullying – what's the difference?
- Support services

KS2:

- What is cyberbullying?
- Examples of cyberbullying
- The impact on the victim
- What's a bystander?
- Being a bystander
- Talking to a trusted adult
- Supporting someone that is being bullied
- What to do if you're being bullied
- Support services

Cyber crime

Staying safe in the cyber world – malware monsters:

KS2 only:

- What is hardware and software?
- How can we protect our devices
- What is malware and how does it work?
- Different types of malware
- How to avoid malware

Group chats:

KS2 only:

- What are group chats?
- The benefits
- The downsides
- Scenario discussion (mean comments in a group chat)
- Bullying in group chats
- How to make your group chats a positive space
- Top tips for positive chats
- How to exit a chat (group work looking at exit strategies)

The following slides can be removed if this is not an issue in your school:

- What is pornography?
- Why do people share it in group chats?
- Exploring the harm this can cause
- Pornography and the law

Domestic Abuse

KS1:

- How we feel when we are safe/unsafe (worksheet activity)
- Safe spaces
- Making our own safe space (worksheet activity)
- Signs that things don't feel right
- Who are trusted adults?
- Who are your trusted adults? (worksheet activity)
- When to tell a trusted adult
- Support services

KS2:

- What makes a healthy relationship?
- Is this a healthy or unhealthy relationship? (scenario cards activity)
- What do we mean by hurting someone?
- What would we do if we saw someone being hurt?
- Definition of domestic abuse
- What it means to be looked after and cared for
- The definition of neglect
- Spotting the signs of neglect
- The impact of neglect
- What to do
- Who is your trusted adult (worksheet activity)
- Support services

Halloween and bonfire night

KS1:

- Safety tips for trick or treating
- Scenarios
- What Halloween posters mean
- Why some people don't like Halloween
- Thinking of others
- Bonfire night safety
- Tips for staying safe on bonfire night

KS2:

- What is ASB?
- Halloween signs and what they mean
- Peer pressure
- Dangers of lighting fires
- Added dangers of lighting fires in rural spaces
- Arson
- Stop/drop/roll method
- Fireworks and the law
- Core stats around youth injuries involving fire
- Information about sparklers and how hot they get
- True/false summing up quiz
- Useful contacts

All key stages:

- What is a hate crime?
- The seven monitored strands
- Types of hate crime
- Social media and hate crime
- The law
- Consequences
- Support services
- How to report

Knife crime (Shattered)

We are currently in the process of trialling the primary school version. We plan to release this input in May 2024. It will focus on issues around bullying and an older sibling asking a younger sibling to carry a knife for them. The session will be delivered using a workbook style approach.

KS2 only:

- An introduction the characters
- The scenario
- Dealing with pressures from siblings and other people
- What to do if someone asks you to carry a knife for them
- Feelings and concerns for everyone involved in the scenario
- The impact of bullying
- Decision making skills
- How to deal with difficult situations
- Being an active bystander
- Let's talk about 'snitching'
- Responsibilities
- Joint enterprise
- Age of criminal responsibility
- Talking to a trusted adult and sharing concerns
- Supporting your friends
- Impact on all the characters involved
- The wider impact of knife crime
- Support services

Is everyone a friend?
(Stranger Danger)

KS1:

- What makes a good friend?
- Online gaming and our online 'friends'
- Online safety
- What is personal information?
- Dangers of sharing personal information
- Safety tips for online gaming
- Tips for staying safe when playing outside
- Who can be a stranger?
- Yell/run/tell
- Support services
- Informing your peers

KS2:

- What friendship means
- How to manage a fall out with your friend
- Who is a stranger?
- Online gaming and strangers
- Benefits of online gaming
- Downsides of online gaming
- Do we really know our online friends?
- SMART rules for online safety
- Safety tips for online gaming
- Why do people behave differently online?
- Support services
- Safety tips for playing outside
- Staying safe at home
- Yell, run, tell message

It's Okay to Say

KS1:

- The difference between happy surprises and secrets
- Sharing a secret
- Who are trusted adults?
- When to tell a trusted adult
- Things to share with a trusted adult
- Who are your trusted adults (worksheet activity)
- Pantosaurus and the pants rules
- Photographs and what to do if someone asks to take one of you/someone else
- It's always okay to speak to a trusted adult when you're worried

KS2:

- The difference between secrets and surprises
- Scenario cards – is it a secret or a surprise activity
- Sharing a secret
- Good and bad touch
- PANTS rules
- Ways to start the conversation with a trusted adult
- Support services
- Create a poster with hints and tips re secrets vs surprises (used as a way to check knowledge at the end of the session)

Road safety

KS1:

- Looking at the different ways we travel to school
- How to cross the road safely
- The different types of crossings
- Things that can help us to cross the road safely (e.g., lollipop person)
- What is a hazard?
- Emergency service vehicles and how they use the road
- Bike and scooter safety
- Spotting the hazards worksheet
- Tips for being a safe passenger
- Poster activity (used as a knowledge check)

KS2:

- Looking at the way we travel to school
- The green cross code
- What can help us to cross the road safely?
- Key road signs
- Key road signs for cyclists
- Bike and scooter safety
- E-scooters
- Scenario card activity (looks at what the safe choices are, what would you do etc.)
- Being a safe passenger
- Quick quiz (summing up activity and knowledge check)
- How to report

The role of the police

KS1:

- Who we are – explaining the different roles available and the kit they need for each of these roles
- How we can help
- 999/101 calls and other ways to contact us
- What are rules and why do we need them?
- Hoax calls
- Abandoned calls
- Quick quiz
- Poster activity to show the different careers available

KS2:

This session uses a workbook based around a fictional town called Blue Valley, it gets young people to think about what laws are needed and why to ensure that Blue Valley is a safe place to live, work and play.

- Purpose of the police service
- Police staff roles
- Frontline police staff roles
- Cadets
- What is a law?
- Why do we need laws?
- Why do we need rules?
- Consequences of breaking the law
- Rights and responsibilities
- Age of criminal responsibility
- 101/999 calls and other ways to contact us/what to do when you call
- Hoax/abandoned calls
- Outcomes
- Quick quiz to check learning
- How to report things to us

Theft
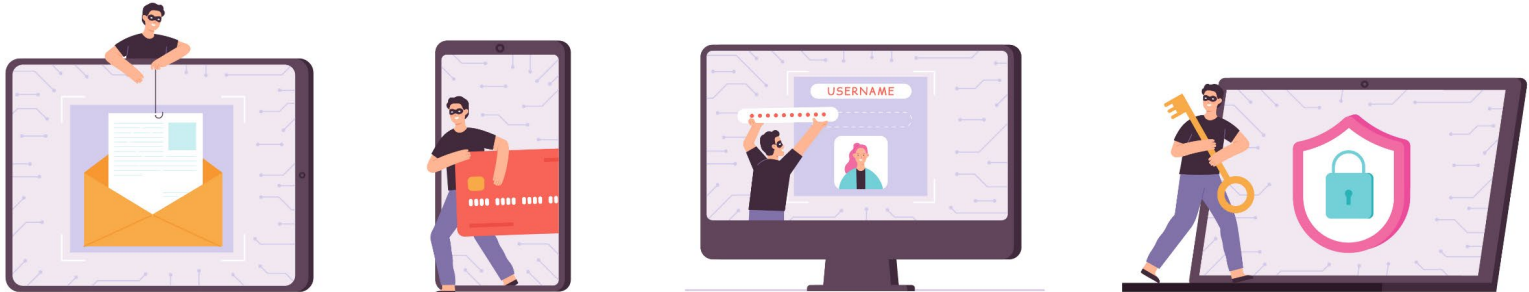
KS1:

This input is based around a workbook that covers the story of Jason losing his favourite toy after one of his friends steals it for a joke. The workbook covers the following areas:

- Why someone might steal something
- The impact on the victim
- Impact on the offender
- How 'jokes' impact friends and where the line is
- Consequences
- Quick quiz (used a knowledge check)

KS2:

- What is theft?
- Impact of theft
- Why do people steal?
- Consequences
- How to protect yourself
- How to report
- Support services
- Quick quiz to check knowledge

Assemblies

Previously we have only delivered inputs to classes/groups that last for 50 minutes to 1 hour as we feel it allows for group discussions and further understanding. However, we are aware that time in schools can be limited and for that reason we are adding assemblies to our school programme. As we are in the initial stages of this there are limited topics available, but more will be added throughout the year.

Our assemblies cover both key stages 1 and 2. They last between 8-15minutes long and can be delivered to whole classes/year groups/school.

Knife Crime:

- What is knife crime?
- The law around knife crime
- Most young people don't carry a knife
- Feeling afraid
- What to do if someone asks you to carry a knife for them
- Talking to a trusted adult
- Support services