

cbbfc

View what's
right for you



Let's watch a film!

Making choices about what to watch

**British Board of Film Classification (BBFC)
Primary Lesson Plans for KS2**

Teacher Guidance



PSHE Association
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Teacher guidance

Why these lessons are important for primary pupils

With the growth in film, video and website content, alongside technological developments in how and where people can easily access it, teachers and parents are ever more aware of the need to support young people to safely navigate the world of visual media.

These PSHE education lessons use the context of films and film classification to explore decision-making, risk management and managing peer influence. They have been designed to help children to acquire the knowledge, understanding and skills they need to manage their viewing, and equip them to choose what is right for them and avoid what is not. The lessons promote self-regulation, resilience, and safeguarding.

Films and videos can be enjoyable and entertaining, but not all content is suitable for everybody. As viewing shifts to phones, tablets and other personal devices, and as children are making decisions about what they see at an ever-younger age, helping children and young people choose well — whatever they watch, wherever and however they watch it — is becoming increasingly important.

For their sense of wellbeing, for healthy development (as well as for parents' and carers' peace of mind), children and young people knowing how to choose content for themselves is crucial. Pupils need to be taught how to make the right decision for themselves about what to watch in different situations especially in circumstances where they may feel under pressure to watch content they feel unsure about. Pupils should be taught that they do not have to watch everything just because it is out there. PSHE education lessons are the ideal platform for pupils to develop the knowledge, skills and attributes that will enable them to do this successfully. What is more, the skills developed through these lessons will support pupils to manage other situations where they will be actively making decisions.

Although every individual and family is different, using age-appropriateness as a guide to what is suitable plays a valuable part in helping children and young people (as well as parents and carers) navigate the film, video and website content around them. These lessons focus on The British Board of Film Classification (BBFC) age ratings system and explore the importance of making good and informed choices, and how the decisions we make affect us personally and collectively.

The lessons

Lesson one introduces the role of the British Board of Film Classification (BBFC) and the age ratings so that pupils can readily recognise the symbols and explain the significance of each. Pupils explore how different themes in films and videos mean they are more or less suitable for different age ranges. The pupils are asked to help choose appropriate films for different age ranges and explain how the BBFC ratings system can help people decide what to watch.

Lesson two builds on the idea that as they grow up, pupils will have increasing independence and responsibility to choose what to view for themselves. It is also likely that they will find themselves in situations with families or friends where they may need to negotiate about what to watch. This lesson therefore focuses on the skills of managing their viewing habits with others, and reflects on the idea that different people often want to watch different types of films. It supports pupils to be assertive and guides them on where to find out more information and advice.

Teaching the lessons

Creating a safe learning environment

Time should be set aside to establish a safe learning environment for both pupils and staff in the classroom. This helps pupils to share feelings, explore values and attitudes, express opinions, and consider those of others — without attracting negative feedback or experiencing distress. As well as encouraging more open discussion, this also helps to ensure that teachers are not anxious about unexpected disclosures or comments. Please take note of the following guidance before teaching the lessons:

- Make sure you are familiar with the school's safeguarding policy.
- Consider any sensitivities and prior knowledge about specific pupils' circumstances.
- Ensure local and national support groups or helplines are signposted.
- Invite pupils to write down any questions they have anonymously at any time, and collect them using an anonymous question box or envelope, which should be accessible both during and after every lesson. To ensure that pupils do not feel self-conscious about being seen to be writing a question, you can ask all pupils to write something: either a question or 'no question' if taking anonymous questions during the lesson. You may wish to set aside some time at the end of the lesson for this.
- Establish or reinforce ground rules for PSHE education lessons before teaching either of the lesson

Ground rules

Ground rules help to minimise unintended disclosures, disclosures at inappropriate times and comments of a negative nature made towards other pupils — whether intentional or not. Such ground rules support broader class rules and the school's behaviour policy. To be effective, pupils and teachers should develop ground rules together and then test them in discussion and group activities, amending them as necessary.

Examples of ground rules include:

- listening to others and respecting what people say
- not making assumptions about other people
- keep names and stories anonymous
- not asking personal questions or putting people 'on the spot'
- having the right to 'pass' if you do not wish to comment

Limits of confidentiality

It is important that teachers are well prepared to deal with any issues arising from the taught sessions. Teachers should explain to pupils in simple terms that, whilst we usually try to keep everything said in the room: in the room, if they were concerned about a pupil's safety or wellbeing, they would have to tell one other member of staff. If a question, behaviour, or language arises that, as a teacher, you may find concerning, this should be discussed with the designated safeguarding lead in school — in line with the school's safeguarding and child protection policies. There may be times when a question raised by a pupil should be referred to parents/carers. It is good practice to talk to the pupil(s) concerned before involving a parent or carer — to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child refuses or rejects talking to their parent or carer, this should be taken seriously and discussed with the head/designated safeguarding lead and acted upon in accordance with the school's confidentiality policy.

Lesson timings

The lesson plans are based on a one-hour lesson. The timings given are the minimum time required to deliver the activities. Whilst it is always important for PSHE education lessons to be pacy, it is equally important to meet the needs of your pupils. More may be gained from spending longer on an in-depth exploration of an activity that has fired up discussion and imagination, so long as you are comfortable leading the discussion and feel pupils are progressing towards the lesson objectives. When this is the case, it may be more appropriate for your group to extend the learning across two lessons. Neither lesson is designed to be taught in isolation, but should always form part of a planned, developmental PSHE education programme.

Assessing pupils' baseline and progress

Each lesson includes a baseline assessment activity and ends with an end-point assessment activity. Baseline assessment provides an insight into the pupils' prior knowledge, understanding, skills, attitudes, beliefs and vocabulary. Moreover, the end-point activity allows teachers and pupils to demonstrate progress made from that starting point. When assessing pupils' baseline, it is important that the topic is not discussed with them beforehand, and that they are not over-prompted. The idea is to set an open-ended activity using neutral language that does not lead pupils to a particular answer — thus giving a genuine snapshot of what they are bringing to the topic before teaching anything new.

In these lessons, the assessment activities are designed to be carried out individually by the pupils, so before starting the activity, tell the pupils that they should work quietly on their own, without conferring.

Differentiating the learning

It is impossible to provide detailed advice on differentiating this learning for all needs and abilities, and teachers will know best the needs of their pupils in relation to accessing this learning. The lesson plans do, however, include guidance and ideas for how some activities can be differentiated for pupils who may require

Extension activities

Each lesson also includes an extension activity which can be given to pupils who complete activities quickly or alternatively, and can be used as a class activity to further deepen and extend pupils' learning.

Using film in school – advice for staff

Film is an ever-popular medium, used as a vehicle to teach about a wide range of topics across the school curriculum, and can provide thought-provoking material to engage pupils or encourage discussion and debate. Film content may be used in a variety of contexts, including lessons, school-clubs, indoor playtimes or celebration events. Therefore, it is important that all staff working in schools, including teachers and pastoral support staff, are aware of the following guidance.

Before showing DVDs or online film clips to pupils, school employees must first check the film age rating to ensure the film is suitable for the whole audience. It is advised to check BBFC Ratings Info (www.bbfc.co.uk) or download the free BBFC app) for detailed information about the film and an explanation about the rating it has been given; this will highlight issues raised in the film (such as language, violence and discrimination) and give some examples.

The entire content of the film or film clip should be viewed carefully before deciding whether it is suitable for pupils. In some cases, it will also be best to check with the school Senior Leadership Team, and consider whether parental permission is required.

Film trailers and BBFC age ratings

Note that a film trailer may be given a different rating to the film itself, for example a film rated 15 may have a trailer which is rated 12A. This is because companies often release trailers weeks or months in advance before the film is finished or submitted for classification. The BBFC classifies trailers using the same guidelines as used for all films and videos. It is recommended to exercise caution when showing trailers to pupils in school or if pupils are choosing to watch film trailers. Films referred to on the BBFC Children's website (www.cbbfc.co.uk) and used within these lessons have a U (universal) or PG (parental guidance) rating.

The role of parents and carers

The majority of parents and carers will be concerned about their children's viewing habits and keen to protect their children from seeing content that might cause unnecessary distress. However, not all parents and carers will necessarily be aware of the BBFC age ratings system or have a clear understanding of how they can use it to select age-appropriate viewing for their family. Schools can direct parents to accurate advice and guidance, including BBFCinsight (where they can access short or more in-depth guidance about the content of (BBFC-rated films) via school newsletters, websites or by running parent workshops.

Schools can also play a role in supporting parents and carers to help their children to develop healthy viewing habits at home. Parents and carers may require support to understand that they only have limited control over what children and young people are able to access and view. Parents can apply parental controls on viewing devices which can help protect young children from viewing inappropriate content. However, as children become increasingly independent, it is likely they will have more access to content when unsupervised and on an almost immediate basis. Therefore, it is far better that we support children to be able to carefully select and choose film and video content; to model healthy viewing habits and enable them to seek advice and guidance when they need it, than to assume parents can manage their child's access to content entirely.

An introduction to the BBFC - for teachers, parents and carers

The BBFC is responsible for providing age ratings for cinema films, video releases (eg DVDs and Blu-rays) and some video on demand products, using the age ratings: U, PG, 12A/12, 15 or 18). Anyone wanting to release a film, DVD or Blu-ray for showing in cinemas or watching at home has to make sure that their film has a BBFC age rating symbol, or permission from their Local Authority. It is against the law to try and sell DVDs and Blu-ray without this. Films viewed at the cinema also have to display the correct rating. Other roles include helping mobile phone operators decide what content to put behind parental control on mobile phones, and developing a pilot scheme for rating music videos online. Further information can be found at:

BBFC Mobile phone classification framework - www.bbfc.co.uk/what-classification/mobile-content

BBFC Music Videos classification - www.bbfc.co.uk/what-classification/online-music-videos

The BBFC has been classifying content in films for over 100 years, so has a wealth of knowledge and experience in this field. Through regular consultation and research, the BBFC works closely with the general public alongside the media, film and technology industry to ensure age ratings are appropriate.

The work of the BBFC is important because the age ratings, symbols and explanations given to films and videos help parents protect young children from potentially unsuitable content. The BBFC is keen to get the balance right — between helping parents make sure their children don't view unsuitable material — and not unreasonably stopping people from exercising preferences over what they watch; they are aware that classification decisions can have a big impact on audiences.



Ratings Info

The BBFC publishes information about the content of every film they rate; this is known as Ratings Info. This is aimed particularly at parents and those with responsibility for looking after children. It gives a summary of how and why a film was rated as any given category, and a list of issues in the film, including some examples. Ratings Info is designed to help people choose content that is right for them, and any friends or family they might want to watch it with.

Ratings Info is available for all films via the BBFC's main website — www.bbfc.co.uk or app, available on Android and IOS devices.

Specially tailored Ratings Info with film descriptions and guidance appropriate for children (for films up to and including 12A/12) is available on the BBFC's Children's website www.cbbfc.co.uk.

If Ratings Info is not currently available for a particular film or if further information about U, PG or 12A/12 rated films is required, this can be requested by contacting education@bbfc.co.uk. The BBFC aims to have new Ratings Info requests included on the website and app 10 days before a film's release date.

Viewing films online

Helping children and adults watch films safely and legally online is a priority for the BBFC. Films online do not need an age rating from the BBFC by law, but in practice, most providers and users are keen to make sure children are watching age appropriate material. It is important to be aware that online ratings may not always be displayed in the format people are used to, for example, only the text may be given rather than the rating symbol.

Films on illegal or pirate websites do not always have accurate age ratings, or any age ratings at all. They may also contain additional material. File-sharing or downloading films illegally online can also carry risks such as viruses to computers or prosecution.

It is possible to find films legally online — a good place to start is www.findanyfilm.com which has been developed by the film industry and contains information on BBFC age ratings and Ratings Info to help families make informed decisions about their film choices online. The BBFC has also published tips for parents about accessing films safely and legally online, and protecting younger viewers on the CBBFC website:

www.cbbfc.co.uk/grown-ups/viewing-films-safely-online.

For more information about copyright, piracy, viewing films legally (illegal streaming) see the industry trust for IP awareness website www.industrytrust.co.uk and www.saferinternet.org.uk

Other forms of media regulation: video games, television and different countries

Children are often keen to talk about other forms of entertainment that have age ratings, such as video games, or examples of age ratings from other countries that they may have seen. The skills the pupils learn through these lessons can be easily transferred to a range of situations young people may find themselves in, including choosing appropriate video games or television programmes. More information about age ratings for video games and the standards used to regulate television programmes and films in other countries can be found at:

PEGI - <https://pegi.info/>

VSC - <https://videostandards.org.uk/RatingBoard/>

MPAA - <https://www.mpa.org/film-ratings/>

IFCO - <http://www.ifco.ie/website/ifco/ifcoweb.nsf/web/home?OpenDocument>

OFCOM - <https://www.ofcom.org.uk/research-and-data/media-literacy-research/childrens>

An introduction to BBFC ratings system — for teachers, parents and carers



U – Universal — should be suitable for children aged four years and over, although it is impossible to tell what might upset an individual younger child, so parents and carers should always check the film content first. Films with the universal (U) rating generally have a positive and reassuring outcome.



PG – Parental Guidance — children of any age can watch a film given the parental guidance (PG) rating, but it should be noted that some scenes might not be suitable for younger children. A film rated parental guidance (PG) should generally not upset or unsettle children aged eight and over, but parents and teachers should think carefully about whether some scenes might upset younger and more sensitive children.



12A/12 – for 12 year olds and over — the 12 rating is only found on videos and DVDs. No one younger than 12 may rent or buy a 12 rated video or DVD. The 12A rating is only used for films shown in cinemas. Films rated 12A are suitable for children aged 12 and over. However, children younger than 12 may see a 12A so long as they are accompanied by an adult. In such circumstances, responsibility for allowing a child under 12 to view lies with the accompanying adult. The BBFC uses exactly the same rules to rate films at 12A as they use to rate videos and DVDs at 12.



15 – only for 15 year olds and over – no one younger than 15 can go to see a 15 rated film in a cinema, or rent or buy a video, DVD or Blu-ray rated 15.



18 – adults only — no one younger than 18 can go to see an 18 film in a cinema, or rent or buy a video, DVD or Blu-ray rated 18.

For a detailed copy of the age ratings see:

- Child friendly format - <http://www.cbbfc.co.uk/our-guidelines>
- Full guidelines, downloadable, for adults - <http://www.bbfc.co.uk/what-classification/guidelines>

Links to the PSHE Association Programme of Study

Core Theme 1: Health and Wellbeing

Pupils should be taught:

- H1. what positively and negatively affects their physical, mental and emotional health
- H2. how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'
- H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others
- H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these
- H10. to recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience
- H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe
- H13. how pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media
- H14. to recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong
- H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe

Core Theme 2: Relationships

Pupils should be taught:

- R7. that their actions affect themselves and others
- R10. to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge others' points of view
- R12. to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves
- R14. to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help)
- R15. to recognise and manage 'dares'

Core Theme 3: Living in the Wider World

Pupils should be taught:

- L1. to research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people
- L2. why and how rules and laws that protect them and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules
- L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities

- L8. to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices
- L17. to explore and critique how the media present information
- L18. to critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others

Further information and guidance

- PSHE Association www.pshe-association.org.uk
- British Board of Film Classification (BBFC) www.bbfc.co.uk
- BBFC Children's website (CBBFC) <http://www.cbbfc.co.uk>

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