

‘Feeling Good, Feeling Safe’

**Learning Outcomes
by Theme**

Learning Outcomes by Theme and by Year Group

Year Group	Lesson 1: Feelings & Feeling Safe	Lesson 2: Feeling Unsafe & Early Warning Signs	Lesson 3: Body Awareness & Secrets	Lesson 4: Networks & Telling
Reception	<p>I can talk about and show how I feel</p> <p>I know when I feel safe</p> <p>I know when I feel happy</p>	<p>I know when I don't feel safe</p> <p>I can show where early warning signs are in the body</p> <p>I know that it's important to tell an adult when I don't feel safe</p>	<p>I can name all the parts of my body</p> <p>I know what touches I like and don't like</p> <p>I know I can tell someone if I don't like the way someone touches me</p>	<p>I can say when I need help and know who to ask</p> <p>I understand that if I am worried about something I can talk to a trusted adult</p>
Year 1	<p>I know when I feel safe and I can say what it feels like</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable</p> <p>I understand that different people can have different feelings about the same situation</p>	<p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own early warning signs are and when I might get them</p>	<p>I know my body belongs to me and there are parts of my body that are private and should not be touched without my permission</p> <p>I know that I need to keep myself and others' safe</p>	<p>I know that everyone has worries sometimes and I can talk about what my worries might be</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my helping hand</p> <p>I know how to make myself heard when I want help</p>

Year Group	Lesson 1: Feelings & Feeling Safe	Lesson 2: Feeling Unsafe & Early Warning Signs	Lesson 3: Body Awareness & Secrets	Lesson 4: Networks & Telling
Year 2	<p>I understand that all children have rights and I know that I have the right to feel safe</p> <p>I can talk about the people and places that help me feel safe and comfortable</p> <p>I can find a safe place to go to in my mind when I feel worried or stressed</p>	<p>I know why it is important to listen to my early warning signs</p> <p>I understand what fun to feel scared means and why it is different to when I am unsafe</p> <p>I can tell you what I like being scared by (what is fun to feel scared for me)</p>	<p>I know the proper names for the parts of my body that are private (the ones covered by my underwear)</p> <p>I can use the 'Underwear Rule' to help me stay safe</p>	<p>I know the difference between secrets and surprises</p> <p>I can recognise safe and unsafe secrets</p> <p>I know the people who look after me and who to go to if I am worried</p>

Lesson Plans by Theme

Lesson 1: Feelings & Feeling Safe - RECEPTION

Learning Outcomes	Link to Early Learning Goals & Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I can talk about and show how I feel</p> <p>I know when I feel safe</p> <p>I know when I feel happy</p>	<p>ELG: 01, 02,03,06,07,13 H1.4, R1.1,R1.5</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>So Much</i> Trish Cooke</p> <p>Resources:</p> <ul style="list-style-type: none"> • Theme 1 poster • This is what helps me feel safe blank poster
Introduction	Main Activity	Plenary and Home Task
<p>Today we are going to be talking about our feelings and times when we feel happy and when we feel safe</p> <p>Are you ready to:</p> <ul style="list-style-type: none"> • Listen to others? • Take turns to speak? • Respect each other's ideas? • Think about what you share? <p>Those are things that we do to help everyone to feel safe in class. Introduce: theme 1.</p> <p style="text-align: center;">“We all have the right to feel safe all the time”</p> <p>The work that we are going to be doing over the next few weeks is all</p>	<p>Whole Class: What feelings can we name together? (write up on the whiteboard)</p> <p>Ask the children to show the feeling, making the face or the action. Or use feelings matching cards such as these ones. http://www.twinkl.co.uk/resource/t-t-9287-emotions-matching-cards</p> <p>Discussion: Discuss a particular feeling. When do you feel like this in school and why might you feel like that?</p> <p>Ask: Are any feelings good or bad?</p> <p>Explain: No feelings are just feelings and they give us important information about ourselves and what is happening to us. (If children say yes ask why they think that, it is probably the behaviour that is unacceptable, not the feeling itself)</p>	<p>Ask: Who remembers the important message that we learned at the beginning of the lesson?</p> <p style="text-align: center;">“We all have the right to feel safe all the time”</p> <p>Repeat altogether. It's a really important message to remember.</p> <p>Sing: the feelings song again to close the session. Put the theme banner up in the classroom</p> <p>Home Task: Ask pupils to draw a picture of what helps them feel safe using the resource sheet template 'This is what helps me feel safe...'</p>

about keeping safe, so it's very important that we remember this message. (Develop the children's understanding of 'right' and 'safe')

Warm-up activity: Learn and sing the feelings song (to the tune of Twinkle, twinkle little star) This could be sung with actions

I have feelings, so do you
Let's all sing about a few
We get happy, we get sad
We get scared, we get mad

I am proud of being me
That's a feeling, too, you see
I have feelings, so do you
We just sang about a few.

Activity: Whole class carpet session - share the story *So Much* by Trish Cooke or a similar book which focuses on feelings.

Discussion: At different points in the story ask;

- How do you think the baby feels?
- Does the baby feel safe?
- Why do they feel like that?
- What does it feel like when we feel safe? (give examples cosy, warm, soft etc)
- When do we feel like that in school?

Explain: that there are no right or wrong answers we are all different in what helps us feel safe.

For parents and carers: Helping children understand their feelings resource

Lesson 1: Feelings & Feeling Safe - YEAR 1

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know when I feel safe and I can say what it feels like</p> <p>I know what happens on the inside and the outside of my body when I am feeling safe and comfortable</p> <p>I understand that different people can have different feelings about the same situation</p>	<p>H1.4 R1.11</p>	<p>If the class teacher feels that the discussion is too long the session could be divided into two.</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Pictures of animals showing different emotions (see Brighton & Hove virtual learning environment) • Theme 1 poster • The trusting circle game • My feeling safe book book • Home task sheet Animals feeling safe and unsafe
Introduction	Main Activity	Home Task
<p>Over the next few weeks we are going to be learning about feeling and keeping safe.</p> <p>Remind: pupils of theme 1:</p> <p>“We all have the right to feel safe all the time”</p> <p>Share: on whiteboard pictures of different animals, some looking happy and some not or print onto</p>	<p>Share: On whiteboard show pictures of people feeling safe and not safe</p> <p>Ask:</p> <ul style="list-style-type: none"> • Who is feeling safe? • How can we tell? <p>Show a picture of two people doing the same thing, one looking happy the other not e.g. about to go on a funfair ride. Why do you think one person looks happy and the other not happy, even though they are doing the same thing?</p>	<p>Plenary: Is it important for people to feel safe? What was the important message that we learned?</p> <p>Play: the trusting circle game described in the resource section.</p> <p>Home Task: activity sheet to take home and complete showing animals feeling safe and unsafe.</p> <p>Or give each child a letter from theme 1 to decorate and draw pictures related to</p>

<p>card for groups to work with. Ask pupils to group or sort the pictures.</p> <p>Ask:</p> <ul style="list-style-type: none"> • How do we know when an animal is feeling safe? <p>(Their bodies and faces are telling us e.g. the cat is purring, a dog wags his tail when he is happy, they look happy and relaxed. Note that when a cat wags its tail it is telling us that it is angry, but when a dog wags its tail it is to say I'm happy.)</p> <p>Children can act out how animals feel when safe or unsafe.</p>	<p>Because we don't all feel the same about things and that's ok.</p> <p>Activity: Children to make a concertina book, drawing pictures or writing about 'I feel safe when...' or they could model this from play dough</p> <p>Ask and discuss:</p> <ul style="list-style-type: none"> • How do we feel in our bodies when we feel safe and happy? (E.g. we might feel warm inside, feel smiley etc.) • What sorts of things help us to feel safe? (people we can trust, places where we feel safe, doing things that we like to do) 	<p>feeling safe around the letter to make a classroom banner of the theme.</p>
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Lesson 1: Feelings & Feeling Safe - YEAR 2

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I understand that all children have rights and I know that I have the right to feel safe</p> <p>I can talk about the people and places that help me feel safe and comfortable</p> <p>I can find a safe place to go to in my mind when I feel worried or stressed</p>	<p>H1.4 R1.11</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>For every child</i> UNICEF</p> <p>Resources:</p> <ul style="list-style-type: none"> • Feeling safe thought bubbles • Treehouse meditation script • My imaginary safe place • Safe places for me
Introduction	Main Activity	Plenary and Home Task
<p>Whole class: Today we are going to talk about children's rights and our right to feel safe.</p> <p>Ask: What is a right? (special rules made to help everyone, no matter who they are.) What rules do we have in school to help everyone feel safe?</p> <p>Remind: pupils of theme 1:</p> <p style="text-align: center;">“We all have the right to feel safe all the time”</p> <p>Discussion: What helps children to feel safe?</p>	<p>Read the UNICEF 'For every child' book. Explain that these are rights that all children around the world should have.</p> <p>Show children the picture on the first 2 pages of the book (Right No. 2). Re-read the pages and discuss how this page and pictures makes us feel.</p> <p>Ask pupils to discuss in pairs the things that bring colour, magic, happiness and safety into their lives at school. Ask for feedback.</p> <p>Task Give each child a copy of the 'Thought Bubbles' sheet, either with their photo added or ask them to draw a quick self-portrait.</p> <p>Ask children to draw the things that help them to feel safe and the places where they feel safe.</p>	<p>Revisit: Today we have learned about children's rights – what were they? A really important one is that children have the right to feel safe and not be hurt.</p> <p>If we have a right to feel safe we have the responsibility to help other people to feel safe, so not to hurt or be mean to them</p> <p>Safe place exercise: Do a whole class safe place exercise using a guided visualisation e.g. The treehouse meditation script or similar which can be found on YouTube. This will help children to experience what it feels like to feel relaxed, calm and safe.</p> <p>Discussion: How did that feel?</p>

<p>Show children a range of pictures of children around the world and ask do you think they feel safe? How do you know? (Ensure that these photos do not inadvertently reinforce stereotypes ie that children in developing world countries are all poor and unhappy.)</p>	<p>Put the pictures up in the classroom and discuss some of the things that children have included and note that we are all different and feel differently – about things, and that’s ok.</p>	<p>How did it feel in your body? What colours did you imagine? What did you see or hear? What words are there to describe how it feels in our safe place? E.g. cosy, warm, relaxed?</p> <p>Some people go to these ‘safe places’ when they feel a bit worried or stressed as it helps them to relax. What are some of the real safe places that we could go to?</p> <p>Home task: Draw your safe place – it can be from your imagination or a real place it’s a place where you can feel safe and happy.</p>
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Lesson 1: Feelings & Feeling Safe - YEAR 3

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know that a feeling is just a feeling, it's not good or bad and that I have some choices about my behaviour.</p> <p>I understand that I can feel different feelings at the same time</p> <p>I understand that with my right to be safe comes a responsibility to keep others safe</p>	<p>H2.5 H2.10 R2.2</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>My many coloured days</i> Dr Seuss</p> <p>Resources:</p> <ul style="list-style-type: none"> • Colour relaxation • My day of coloured feelings
Introduction	Main Activity	Plenary and Home Task
<p>Today we are talking about feelings and feeling safe.</p> <p>Read: My many coloured days by Dr Seuss</p> <p>Discussion: for each colour page ask children to name what they think the feeling is? What colours do you think about when you think about that feeling?</p> <p>Ask:</p> <ul style="list-style-type: none"> • If your feeling was a colour what colour would it be today? • Can we feel different feelings at once? E.g. can we be sad and angry at the same time? (Yes we can, like on a colour mixed up day.) 	<p>Feelings continuum: choose 5 feelings from the book, ask children to move along an imaginary line according to whether they like, or don't like having this feeling – or feel ok about having this feeling. Repeat for each different feeling</p> <p>Discussion about what children notice during this exercise and include questions such as 'What is it you like about this feeling?'</p> <p>Emphasise we all feel differently and feelings are just feelings, but behaviour is a choice.</p> <p>Introduce banner:</p> <p>"Feelings are feelings, behaviour is a choice"</p> <p>Group work: give each group a different colour day from the book for a discussion task</p>	<p>There are lots of different feelings, some we might feel more or less comfortable about but all feelings are ok and sometimes we can do things to help ourselves and others to manage their feelings and make better choices Remind the class of the important message:</p> <p>"We all have the right to feel safe all the time"</p> <p>What are the places, things and activities that help us feel safe? E.g. teddy bears, being snuggled up in bed, playing football. These can be different for everyone</p> <p>Finish with the colour relaxation exercise from resource section</p>

<ul style="list-style-type: none">• Is it ok to have a brown day/purple day etc.? (Yes all feelings are ok neither good nor bad, they are just feelings. It is what we do with our feelings that matters.)	<ul style="list-style-type: none">• When might children feel like that in school?• How might they feel in their body?• How might someone show that they are feeling that way? <p>Then ask each group to make a list of suggestions for school and for home for someone who was having a purple or brown day. These could be compiled into a class 'Purple Day Kit'.</p> <p>Feedback from task emphasising all feelings are ok it's what we do with them. we can't help how we feel, but we can help how we act. Remind children hear about the importance of seeking help with feelings. Refer to helping hands and ChildLine.</p>	<p>Home task: Ask children to complete the My day of coloured feelings, worksheet.</p>
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Lesson 1: Feelings & Feeling Safe – YEAR 4

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know about the United Nations Convention (UN) on the Rights of the Child and how these help children to feel and be safe</p> <p>I understand that the behaviour of some people can affect the rights of others</p> <p>I know that with all rights comes responsibilities</p>	<p>H2.6 H2.10 H2.20 R2.1 R2.5 E2.4</p>	<p>The UK signed the UN Convention in 1990. There are four Children's Commissioners, one for England, Scotland, Northern Ireland and Wales who are responsible for promoting and protecting children's rights in the UK</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Resources: Children's Rights sheet Children's Rights and Responsibilities matching cards from TES https://www.tes.co.uk/teaching-resource/rights-and-responsibilities-3007804 Bookmark Template</p>
Introduction	Main Activity	Plenary
<p>Introduce: by explaining that today we are talking about children's rights</p> <ul style="list-style-type: none"> • What rights do you think children should have? • Has anyone heard of the UN Convention of the Rights of the Child? <p>Show one of these films about the UN Rights of the Child (2 mins)</p>	<p>Rights and Responsibilities: Discuss the idea that alongside rights comes the responsibility to ensure your behaviour doesn't get in the way of other people's right to feel safe.</p> <p>Partner work: Tell the children they are members of the UN. In groups give out sets of the rights and responsibility cards and ask children to match them up (TES resource).</p> <p>Review and then discuss:</p>	<p>Remember that we have a right to feel safe but also a responsibility to make sure that others feel safe with us</p> <p>You have the right to feel safe. What can you do to help protect this right?</p> <p>For example to think about others' safety, to take notice of your early warning signs and get help if you feel unsafe, remember that we also have</p>

<https://www.youtube.com/watch?v=y2nA49p3yw>

(5 mins)

<https://www.youtube.com/watch?v=J0LhcSD UA>

One of the most important rights is that children have the right to be protected and not to be harmed, in other words:

“We have the right to feel safe all the time.”

No-one can take these rights away from us.

When does the behaviour of some affect the rights of others? Use the following scenarios to discuss this and include how the behaviour of others can give us early warning signs. Discuss what these could be.

- Some children are scootering very fast along the pavements in and out of you and your friends.
- Some of your friends have been throwing the playground equipment over the school fence.
- Sides are being picked for a football match and one of your friends is told they can't play.

Discuss the scenarios from the point of view of both parties – e.g. if you were the people doing the scootering your intention may not be to frighten anyone, but the people on the pavement may feel differently; the people on scooters were still responsible for their actions

Discuss:

What rights do children have in school?

What responsibilities?

Are there any other rights that you feel children should have in school or outside of school?

a responsibility to make sure that other people feel safe with us.

Who are the adults in our community who will make sure we enjoy these rights?

Relaxation activity: to finish from Resource Section.

Home task: Take home a copy of the *UN Convention on the rights of the child* to share with parents (or the handout from the resource pack.)

Or create a bookmark of the rights and responsibilities that we have talked about, with rights on one side and responsibilities on the other

Or complete the rights and responsibilities worksheet.

Lesson 1: Feelings & Feeling Safe – YEAR 5

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I understand that words can hurt other people's feelings</p> <p>I understand how my behaviour and language can have an impact on others</p> <p>I know how to step in and make a safety stop to keep myself safe</p>	<p>H2.5 H2.20 R2.5 E2.4</p>	<p>Make sure the class know that the language and gestures we are going to discuss in class today are just for this lesson and not to be used outside of class.</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Resource Sheets: Safe and Unsafe Language Safe Language Leaves My Safety Shield</p>
Introduction	Main Activity	Plenary and Home Task
<p>Remind: pupils of theme 1:</p> <p>“We all have the right to feel safe all the time”</p> <p>What are some of the rights that we have? What always goes with a right? (a responsibility)</p> <p>What does it feel like to feel safe?</p> <p>Introduce the idea of safe language through the rhyme ‘Sticks and Stones’.</p> <p>Read out the rhyme and ask the class if they agree with this – would they change any of the words in the rhyme?</p>	<p>Introduction to the safety stop:</p> <p>Explain that a safety stop is something we can do to stop something unsafe happening to us or someone else e.g. leaving the area, making an excuse to get us out of the situation, pretending we don't feel well.</p> <p>Sorting activity: In groups ask children to sort the situations on the resource sheet into safe and unsafe use of language and behaviour and ask them to justify their reasons</p> <p>Feedback: Ask class to brainstorm some possible responses to unsafe words and scenarios to help stay safe?</p>	<p>Remember “We all have the right to feel safe” and unsafe language or unkind language stops us feeling safe and can be part of bullying. Ask children to explain what bullying is (and what rude and mean behaviour is too.)</p> <p>Ask children what they need to do to report bullying and explore together what they should do if they tell someone but the bullying our unsafe language continues.</p> <p>Remind pupils about the persistence strategy – if you still feel unsafe and have your early warning signs, keep</p>

Or show video clip from Childline ('Words can hurt')
<https://www.youtube.com/watch?v=df90YKHjLY>

Discuss how words can hurt, as well as behaviour like pulling faces, rude language and gestures.

Ask class what sort of unsafe language and behaviour might we find at school? Which of these behaviours help us to feel safe and which don't?

Make a safe language tree by putting the words and behaviour that helps everyone to feel safe onto an outline of a tree and put those that don't help people to feel safe as fallen leaves on the ground.

Give example scripts:
I feelwhen you call me
I don't like it
Or broken record technique e.g. *I don't want to do that, I don't want to do that.*
Use questions *What do you mean? Why do you say that?*

telling a trusted adult until someone listens and helps.

Remember if we have a right to feel safe, we also have a responsibility not to use language and behaviour that will hurt or offend someone else

Boosting activity: In pairs give and receive a compliment to each other
I really like how you.....
It's good that you....
I like your.....
You're good at
It's nice the way you.....

Finish with a self-soothing/relaxation activity

Home task:
My Safety Shield – ask class to complete and return to discuss in class.

Lesson 1: Feelings & Feeling Safe – YEAR 6

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I understand that people don't show their feelings for a range of different reasons</p> <p>I have the ability to recognise how stereotyping can stop us showing our feelings and keeping ourselves safe</p>	<p>H2.1, H2.5, H2.20 R2.1, R2.2, R2.5, R2.8, R2.12, R2.14 E2.3, E2.6</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment. This lesson can be amended or developed using other resources such as the 'Like a girl' lesson that is on the virtual learning environment.</p> <p>Resources:</p> <ul style="list-style-type: none"> You're A Star It's OK to be Different
Introduction	Main Activity	Plenary
<p>Introduction: Over the next 4 lessons we are going to be talking about keeping safe.</p> <p>Remind: pupils of theme 1:</p> <p>“We all have the right to feel safe all the time”</p> <p>Today's lesson is about some of the things that can prevent us from feeling safe and showing our true feelings. There are many stereotypes about boys and girl which might stop people feeling free to be themselves?</p> <p>Discuss: Are there different rules or expectations for boys and girls at school or in families?</p>	<p>Activity: Share one of the scenarios below and ask children how they might safely challenge in this situation or if they did not feel safe to challenge what else they could do.</p> <ol style="list-style-type: none"> Kamal has fallen over in the playground and has grazed his knee. He is crying. His friend tells him to stop crying as crying is for babies and girls. Dee is good at maths and science and likes playing football. Her friend asks her why she doesn't like 'girly things'. Daniel has long hair and likes wearing nail varnish. Pupils in the other class ask him if he's gay. Ali tells a teacher that pupils in the other class are bullying him. He is then called a weak 'snitch'. 	<p>Share the posters and slogans made. Discuss what some of the messages are that you would want to give about boys and girls.</p> <p>How can we all help both girls and boys to feel safer and happier?</p> <p>Finish: relaxation or self-soothing activity.</p> <p>Home Task: Complete the You're a Star and or the 'It's OK to be different' work sheet.</p>

<ul style="list-style-type: none">• What effect does this have?• What happens if a boy or girl acts differently to what is expected of them?• How do these gender stereotypes limit us?• What effect do they have on our feelings and options? <p>Where do these stereotypes come from? Can you think of situations where stereotypes mean that we don't show our feelings or feel we can't do what we want? Explore that it can be harder for some boys to share their feelings, but that in this school we all are encouraged to talk to someone if we are feeling unsafe.</p>	<p>Give groups a scenario (devise further scenarios relevant to the class) and ask children to list some stop think go responses to the scenario that they have been given.</p> <p>What messages would you want to give that were more positive and allow boys and girls to be who they want to be and would help all to express their opinions?</p> <p>You could then ask pupils to create a poster or similar which challenges gender stereotypes.</p>	
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Lesson 2: Feeling Unsafe & Early Warning Signs - RECEPTION

Learning Outcomes	Link to Early Learning Goals & Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know when I don't feel safe</p> <p>I can show where early warning signs are in the body</p> <p>I know that it is important to tell an adult when I don't feel safe</p>	<p>ELG 01,02,03,06,07,13 H1.2, H1.4, H1.13</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Books: <i>We're going on a Bear Hunt</i> Michael Rosen <i>The Gruffalo</i> Julia Donaldson <i>I'm not Scared</i> Todd Parr</p> <p>Resources: Early warning signs resource sheet in parent information section</p>
Introduction	Main Activity	Plenary and Home Task
<p>Ask: Can anyone remember the important message that we learned last week?</p> <p>“We all have the right to feel safe all the time”</p> <p>How do we feel when we feel safe?</p> <p>Today we are going to talk about when we don't feel safe</p>	<p>Whole class carpet session share one of the recommended books or similar book where the feeling of unsafe or scared is explored.</p> <p>Discussion:</p> <ul style="list-style-type: none"> • When did the characters feel scared in the book? • How do you know the characters are feeling scared? • What does it feel like to be scared? • Do we all feel scared about the same things? • What happens in our body? (Pinpoint physical feelings such as butterflies in your tummy, wide eyes, your body feels tight etc.) <p>Identify these as our early warning signs or 'Uh Oh' feelings. It is our body's way of telling us that we feel scared and that we need to take notice.</p>	<p>Whole class Compare and discuss the body maps. Remember our bodies belong to us, they are very clever and let us know when we are feeling scared or unsafe</p> <p>Ask children what they could do if they had their early warning signs or 'Uh-Oh' feelings? What do the characters in the book do to feel safe again?</p> <p>When we don't feel safe it is really important that we find an adult to tell. Ask who could we tell? Get children to name a school and home grown-up.</p>

	<p>Point out that these are different for everyone and we need to notice what happens in our own bodies if we don't feel safe.</p> <p>Activity: Group the class. Choose a child from each group to lay down on a big piece of paper. Draw around them to make a body shape outline. Label the feelings previously discussed on the body map e.g. draw the butterflies on the stomach area, make the eyes wide and open, draw stretched out arms and legs and fingers to show a stiff body, etc.</p> <p>Draw a speech bubble coming out of the mouth and ask the children the kind of words they might use when they are scared e.g. - "help", "stop" etc.</p> <p>Write the words they say onto the body map.</p> <p>NOTE: if time is short, you could do a whole class body map instead.</p>	<p>Go back and look at the phrase banner –</p> <p>"We all have the right to feel safe all the time"</p> <p>Relaxation Do a self-soothing/relaxation activity to finish for example listen to some relaxing music – how do you feel? See the resource section for ideas.</p> <p>Home Task: Parent sheet explaining what early warning signs are to be sent home for discussion with their child.</p>
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Lesson 2: Feeling Unsafe & Early Warning Signs – YEAR 1

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know what happens on the inside and the outside of my body when I feel unsafe.</p> <p>I know what my own early warning signs are and when I might get them</p>	<p>H1.14</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Books: <i>The Three Little Pigs</i> or <i>Little Red Riding Hood</i></p> <p>Resources</p> <ul style="list-style-type: none"> • I feel unsafe when... concertina book • Animal feelings
Introduction	Main Activity	Plenary and Home Task
<p>Last week we talked about feelings and feeling safe. This week we are going to talk about when we don't feel safe.</p> <p>Warm up: Play 'Simon Says Feelings'. Play Simon says with the children substituting feeling phrases for the usual directions. For example, say: "Simon says, look happy" or "Pretend to be angry" " Look scared"</p> <p>In between commands you can ask them questions about those feelings, such as 'When do you feel happy, sad or cross when you are in school?'</p>	<p>Read: <i>The Three Little Pigs</i> or <i>Little Red Riding Hood</i> or similar book where unsafe feelings can be explored.</p> <p>Discussion: Explore with children how the the three little pigs were feeling at the beginning, in the middle, at the end of the story, do their feelings change?</p> <p>Group Activity: Show children pictures of animals feeling unsafe (lions roaring, dogs barking) and ask them how we know when animals feel unsafe? Make the point that they can't tell us but they can show us.</p> <p>Explain people are the same, sometimes we show our feelings without talking, by what we do (frowning, folding our arms, stamping our feet etc.)</p>	<p>Show an image showing early warning signs. Remind children that these our early warning signs are our body's way of letting us know that we are feeling worried or unsafe.</p> <p>What could we do if we had our early warning signs? Ask children to think of lots of choices:</p> <ul style="list-style-type: none"> - say stop - move away - find a friend <p>Remind children that:</p> <p>"We all have the right to feel safe all the time"</p>

<p>Ask:</p> <ul style="list-style-type: none">• How do we feel when we feel safe?	<p>Our bodies also tell us if we don't feel safe. Just like the fur on the cat's back standing on end when it feels frightened. What happens in our bodies when we feel unsafe? Remind children that we call these early warning signs.</p> <p>Children fill in the concertina book with 'I get my early warning signs when...'</p>	<p>and if we don't feel safe it's important that we talk to a trusted adult</p> <p>Finish: with a guided relaxation together for example 'Relax Like a Cat'. Explain that when we relax our body it can help us manage our early warning signs.</p> <p>http://www.moodcafe.co.uk/media/26930/Relaxleaflet.pdf</p> <p>Home task: Activity sheet to fill in showing animals feeling unsafe. If they have pets at home try to notice when they are feeling safe and unsafe, what is happening them?</p>
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Lesson 2: Feeling Unsafe & Early Warning Signs – YEAR 2

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know why it is important to listen to my early warning signs</p> <p>I understand what fun to feel scared means and why it is different to when I am unsafe</p> <p>I can tell you what I like being scared by (what is fun to feel scared for me)</p>	<p>H1.4 R1.11</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Books: <i>We're going on a Bear Hunt</i> Michael Rosen <i>The Gruffalo</i>, Julia Donaldson <i>I'm not Scared</i> Todd Parr <i>Some Things are Scary</i> Florence Parry Heide</p> <p>Resources: Me with my early warning signs sheet Photos showing a range of fun to feel scared activities e.g. climbing a tree, popping balloons, rollercoaster.</p>
Introduction	Main Activity	Plenary and Home Task
<p>Revisit: theme 1</p> <p>“We all have the right to feel safe all the time”</p> <p>Ask: each child to name something that helps them to feel safe.</p> <p>But sometimes it can be fun to feel scared. can anyone think of when it's fun to feel a bit scared? (ie going on stage, climbing high on a climbing frame, going on a fair ground ride, playing chase.)</p>	<p>Discussion:</p> <ul style="list-style-type: none"> • What things did the characters do that felt unsafe? How do you think they felt? • What things did the characters do that were fun but scary? How do you think they felt? <p>Discuss that sometimes we choose to feel unsafe, and ask for further activities.</p> <p>Activity: Use photos showing a range of fun to feel scared activities. Remind children that we all find different things scary and that this is OK. Ask the children to stand on a line (continuum) in</p>	<p>Ask:</p> <ul style="list-style-type: none"> • What do we call the feelings in our body that we get when we are feeling scared? • Why is it important to know what our early warning signs are? <p>What do you think we could do if we have our early warning signs and it's not a fun to feel scared feeling?</p> <ul style="list-style-type: none"> - leave the room - find a safe adult

<p>Read: a story with whole class that has fun to feel scared feelings in it like one of the ones suggested.</p>	<p>response to whether they would do the activity shown (Yes, No, With help).</p> <p>Ask:</p> <ul style="list-style-type: none"> • How do we feel in our bodies when we are doing a 'No' activity. (remind that these are called early warning signs and draw up on whiteboard) • How do we feel in our bodies when we are doing a fun to feel scared activity. (remind that these are called early warning signs and draw up on whiteboard) • We might get the same early warning signs, so how do we know its ok even if it feels scary? <p>Tease out Choice – Control - Time Limit as concepts that can help us to feel safe enough to do fun and scary things or difficult things such as going to the dentist. A fun to feel scared activity is one where we choose to do it, we can stop if we want to or we know it will end soon.</p> <p>Think about the activities again. Would it be fun if someone made us do it? Would it be fun if we didn't know when it would stop, e.g. roller coaster?</p>	<p>- Say 'no I don't want to do that' or 'stop it'</p> <p>Add that if we feel unsafe it is always a good idea to tell a trusted adult</p> <p>Finish with a self-soothing/relaxation activity. e.g. Jelly Belly a relaxation exercise that teaches children to relax by controlling their own breathing. http://www.rainbowreach.com/relax.html#JellyBelly</p> <p>Home task: On an individual activity sheet draw a self-portrait of you with your early warning signs.</p>
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Lesson 3: Body Awareness & Secrets - RECEPTION

Learning Outcomes	Link to Early Learning Goals & Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I can name all the parts of my body</p> <p>I know what touches I like and don't like</p> <p>I know I can tell someone if I don't like the way someone touches me</p>	<p>ELG 05,06, 07 H1.2, H1.10, H1.12, H1.13, H1.14</p>	<p>Parents and carers will have been informed prior to delivery of <i>Feeling Good, Feeling Safe</i> about the outcomes for the programme and explaining the terms for body parts being taught as part of it.</p> <p>This lesson could be divided into two sessions having the naming body parts and discussion in one session and the activity 'Yes/No' game in the second session.</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>So Much</i> Trish Cooke</p> <p>Resources: Body map Body map for parents and carers</p>
Introduction	Main Activity	Plenary and Home Task
<p>Recap: What do we call the feelings in our body when we feel unsafe? (early warning signs or 'Uh-Oh' feelings. What are they? e.g. butterflies in the tummy)</p>	<p>Revisit: the text <i>So Much</i>. Discuss the actions they do with their bodies in the story – do you like these? Who do you like to do these with? Why?</p> <p>Activity: Explain the Yes/No game. If you want to answer 'Yes' to a question then you go to one side of the room. 'No' is at the other end of the room. 'Not sure' is in the middle of the room. State</p>	<p>Refer: back to theme 1.</p> <p>“We all have the right to feel safe all the time”</p> <p>Discuss: How do we know when we are not feeling safe? What can we do if we are not feeling safe to help</p>

<p>Sing: 'Head, shoulders, knees and toes'. Repeat devising actions for the different body parts.</p> <p>Discussion: Discuss the body parts sung. What other body parts are there? Can we point to where they are?</p> <p>What about the parts of our body that we cover when we wear swimsuits? What are those called? These are our personal, private parts.</p> <p>Ask: What are these body parts called? Using the body map label the vulva* and penis (as a minimum.)</p> <p>Allow time for children to say and hear the words a few time until they no longer find them rude or funny.</p> <p>*vulva is more anatomically correct than vagina for a diagram of this sort. You may find some books and resources that label the vagina. What is important is to give this part of the body a name.</p>	<p>an action (e.g. tickling, hugging) from the <i>So Much</i> story and ask the children to place themselves in one of the sections and discuss their answers (best to do with a small group first to model the game, then allow the whole class to join in).</p> <p>Discuss:</p> <ul style="list-style-type: none"> • What do we do if someone doesn't like an action? What does 'No' mean? • How do we tell someone 'No'? What do we do if someone doesn't listen to us when we say 'No'? <p>Discuss how you should tell an adult if someone touches you in a way you don't like.</p> <p>Practice: a phrase altogether, such as 'Please don't do that, I don't like it' or 'Stop it, I don't like it'.</p>	<p>ourselves feel safe again? Mind map these ideas as a whole class together. Display in the classroom.</p> <p>Finish: with a relaxation/self-soothing exercise</p> <p>Home Task: Body map to go home to parents and carers – to let them know the terms that will be used in school and that knowing these terms will help to keep their child safe.</p>
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Lesson 3: Body Awareness & Secrets – YEAR 1

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know my body belongs to me and the parts of my body that are personal and private and should not be touched without my permission</p> <p>I know that I need to keep myself and others' safe</p>	<p>H1.10 H1.13 H1.14 R1.1 R1.10 R1.11</p>	<p>Parents and carers will have been informed prior to delivery of <i>Feeling Good, Feeling Safe</i> about the outcomes for the programme and explaining the terms for body parts being taught as part of it.</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Books: <i>Your body belongs to You</i> Cornelia Spelman or <i>It's My Body</i> Lori Freeman</p> <p>Resources: Photo cards showing different touches (examples available on the virtual learning environment) NSPCC film – Pantosaurus https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/ I am the boss of my body sheet NSPCC PANTS rule sheet https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-guide-for-parents.pdf</p>

Introduction	Main Activity	Plenary and Home Task
<p>Recap: Remember that last week we said that our bodies are clever and let us know if we are feeling unsafe - What happens in our body if we don't feel safe?</p> <p>Ask:</p> <ul style="list-style-type: none"> • Can anyone remember some of their early warning signs? <p>Explain: Today we are going to think about the parts of our body that are private and personal.</p> <p>Ask:</p> <ul style="list-style-type: none"> • Who does our body belong to? • Do all parts of our body belong to us? • Can you remember the biological names for parts of our body under our swimsuits? <p>Explore: Show body outline pictures and ask children to name all of the body parts. Using the body map label the vulva*, penis, testicles, nipples and bottom. This labelling could be repeated with family names for body parts, but remind pupils that in school we use the correct biological names.</p> <p>*vulva is more anatomically correct than vagina for the diagram in the resources section.</p>	<p>Read: one of the recommended books.</p> <p>Explore: Our bodies belong to us, so is it ok for people to touch us if we don't want them to or don't like it?</p> <p>Activity: Use a set of photo cards showing different types of touching such as hugs, tickling, fighting ,brushing hair, helping dress, changing nappies, kissing, sitting on laps, holding hands etc.) Ask the children to sort the cards into touches they feel safe with and touches that they might feel uncomfortable or unsafe about.</p> <p>Discuss any that children disagree with and point out that people like different sorts of touch (use tickling as an example here) but that the important thing is to not to touch anyone in a way they don't like and to speak up for yourself when you feel uncomfortable or unsafe.</p> <p>Practice: 'Stop it! I don't like it and I am going to tell'</p>	<p>Remember:</p> <p>“We all have the right to feel safe all the time”</p> <p>Show the NSPCC Pantosaurus film.and talk through the key messages. It is not ok for people to touch anywhere on our bodies unless we give permission. What can we do if someone touches us and we don't like it? We can say 'I don't like that, it doesn't feel safe' and tell a safe grown up grown up at home or at school.</p> <p>Finish: with a relaxation or self-soothing exercise for example Big Balloon</p> <p>Home task: I am the boss of my body sheet NSPCC PANTS rule leaflet.</p>

Lesson 3: Body Awareness & Secrets – YEAR 2

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know the proper names for the parts of my body that are private (the ones covered by my underwear or swimwear)</p> <p>I can use the <i>Underwear Rule</i> to help me stay safe</p>	<p>H1.4 H1.10 H1.13 H1.14 R1.1 R1.10 R1.11</p>	<p>Parents and carers will have been informed prior to delivery of <i>Feeling Good, Feeling Safe</i> about the outcomes for the programme and explaining the terms for body parts being taught as part of it.</p> <p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>My Underpants Rule</i> Rod and Kate Power</p> <p>Resources: My body, my rules Channel 4 <i>Living and Growing or Teaching SRE with confidence</i>, Christopher Winter Project Pantosaurus video and PANTS rule and poster by the NSPCC http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</p>
<p>Introduction</p>	<p>Main Activity</p>	<p>Plenary and Home Task</p>
<p>Whole class: Today we are going to talk about our bodies and make sure that we know the names for all of the parts of our bodies, including our personal, private parts. Does anyone remember what the parts of our body</p>	<p>Activity: Put these scenarios onto cards and ask groups to sort them into piles of OK and not OK.</p> <ul style="list-style-type: none"> - <i>If a child had an accident and had hurt their private parts, would it be OK for their parents to take them to the doctor to have a look?</i> 	<p>Remind children that our bodies belong to us and it's not ok for people to touch us unless we give permission. It's definitely not ok for people to touch our private parts</p>

<p>covered by swimming costumes are called?</p> <p>Activity: On tables – have pictures of showing external genitalia to label. Pictures from this pack can be used or from Channel 4 or the Christopher Winter Project. The term vagina may be used in some of these resources, but vulva is more anatomically correct for the external part of the genitals. Use the terms penis, vulva, nipples, testicles, anus and bottom</p> <p>Check each group is able to label the parts correctly and confirm them all with the class, so they have a chance to practice using the words.</p> <p>Read: <i>My Underpants Rule</i>, Rod and Kate Power as the introduction following the activities and discussion in the book Or revisit the NSPCC Pantosaurus film shown in Year 1. What is Pantosaurus' message to us?</p> <p>The key messages are that it is not OK for others to touch our bodies without our permission or if we need help such as going to the doctors.</p>	<ul style="list-style-type: none"> - <i>Is it OK for children to play a game where they pull someone's pants down for fun?</i> - <i>Is it OK if one of your friends wants to play with your hair?</i> - <i>If a child was old enough to go to the toilet by themselves, would it be OK for a grown up to say they need to come and help them?</i> - <i>Is it OK if someone touches your personal private parts and asks you to keep it a secret?</i> - <i>Is it OK for a child to show their personal private parts to others in the playground at school?</i> <p>Follow-up with a role play practising saying 'yes', 'no' and 'stop' using the scenarios.</p> <p>Discuss what a child should do if they told someone to stop touching them and they didn't.</p> <p>Introduce children to the PANTS poster. https://www.nspcc.org.uk/globalassets/documents/advice-and-info/underwear-rule-children-guide-english.pdf</p>	<p>without our permission or ask us to touch theirs.</p> <p>What could someone do if they were at school and were being touched in a way that they didn't like? e.g. a friend who keeps hugging and kissing you at playtimes, a game of tickling that you don't like playing anymore, an older child who keeps carrying you around even when you ask them not to</p> <p>Tell someone...who? List all the adults in school that a child could tell.</p> <p>What if they were busy? Tell someone else. What if it happened again or they don't do anything to help?</p> <p>Tell again, or tell someone else. Remind pupils it's really important to be persistent and keep telling until we get the help that we need.</p> <p>Finish: with a relaxation/self-soothing exercise e.g. slow breathing to calm the mind, followed by focussing on relaxing different parts of the body from the toes upwards.</p> <p>Home Task: Send home the NSPCC PANTS rule information for parents and carers.</p>
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Lesson 4: Telling & Networks - RECEPTION

Learning Outcomes	Link to Early Learning Goals & Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I can say when I need help and I know who to ask</p> <p>I understand that if I am worried about something I can talk to a trusted adult</p>	<p>ELG 06, 07, 08 H1.13, H1.14</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>Silly Billy</i>, Anthony Browne.</p> <p>Resources: Helping hand sheet</p>
Introduction	Main Activity	Plenary and Home Task
<p>Re-cap: Does anyone remember what we called the feelings that we get in our bodies when we feel unsafe? (early warning signs) What is a good thing to do if we feel unsafe and have our early warning signs? Tell an adult we know who will be able to help.</p> <p>Introduce theme 2:</p> <p>“We can talk with someone about anything, even if it feels awful or small”</p> <p>Share: the story <i>Silly Billy</i> up to the page where the hand is laid flat with the worry dolls on top. Discuss the story.</p> <ul style="list-style-type: none"> Who is it about? 	<p>Draw: a big helping hand on the board like in the book</p> <p>Ask:</p> <ul style="list-style-type: none"> Who could we go to if we needed help or if we have our early warning signs? Who might these people be? Who do we feel safe with? List on the board around the helping hand. <p>Explain:</p> <ul style="list-style-type: none"> It’s important to tell someone who can do something to help us It is important to tell a grown up if we feel worried or scared or sad <p>It is important to keep telling until we feel safe and happy again.</p> <p>Activity: Making our own helping hands – fill and colour in the helping hand sheet and write</p>	<p>Finish the story. Discuss how telling the worry dolls made Billy feel better...but did it solve the problem and stop it from happening again?</p> <p>What could Billy do now? - Speak to an adult he feels safe with and keep telling until he feels safe again and his early warning signs have gone away</p> <p>Perhaps introduce a set of worry dolls which are always kept in a safe place in the classroom. Children can go to the worry dolls and give one to a grown up as a sign for when they need to talk about something that is worrying them. They could tell the doll first and then together tell you?</p> <p>Refer back to the theme banner and discuss what we have learnt today about</p>

<ul style="list-style-type: none"> • Where does the story take place? What is the story about? • What does Billy worry about in the book? 	<p>or draw on the fingers the people you can talk to, at home or at school. Everyone's will be different.</p> <p><u>Children to individually choose their own helping / safe people.</u></p> <p>If children have picked other children try to encourage them to think of adults that they could talk to. They could put pets or toys or friends in the palm of their hand if these help them to feel safe.</p> <p>It is important that staff in school know if they are on a child's helping hand and so develop a system for co-ordinating this. These are to be kept in school for future reference and displayed in the classroom at child height, perhaps around the theme banner.</p> <p>“We can talk with someone about anything, even if it feels awful or small”</p>	<p>our right to feel and be safe – at school and at home by finding those ‘helping/safe’ adults.</p> <p>Evaluate: Evaluate the <i>Feeling Good, Feeling Safe</i> programme with pupils and use this to inform delivery of the programme next year. Ideally evaluations will feed into a staff meeting to reflect on the process.</p> <p>Finish: With a self- soothing activity, for example the calming colour visualization:</p> <p><i>Imagine a favourite colour that helps you feel peaceful and safe. imagine taking in that colour with each breath and sending it throughout your entire body as you breathe out. Continue until you imagine being filled with your special, relaxing colour.</i></p> <p>Home Task: Template of a helping hand to be sent home so children can identify their own helping and safe adults at home.</p>
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Lesson 4: Telling & Networks – YEAR 1

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know that everyone has worries sometimes and I can talk about what my worries might be</p> <p>I know that if I have a worry it is important to talk to someone about it who is on my helping hand</p> <p>I know how to make myself heard when I want help</p>	<p>H1.13 H1. 14 R1.1 R1.3 R1.9 R1.11</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Books: <i>The Huge Bag of Worries</i> Virginia Ironside or <i>Getting out of a stress mess</i> Michaelene Mundy</p> <p>Resources: Children’s Worries sheet What is a stranger?</p>
Introduction	Main Activity	Plenary and Home Task
<p>Read: <i>The Huge Bag of Worries</i></p> <p>Discuss:</p> <ul style="list-style-type: none"> Who does the girl try to talk to, what happens? How does she get help in the end? <p>It’s important to note that we all have worries sometimes, the important thing is to talk to someone about them. Remind children about persistence in getting help.</p> <p><i>“A worry is a thought that stops you from having fun, from feeling good, from being happy.” “Anyone can have a worry. Parents. Teachers. Brothers. Sisters. Friends.” “You can feel tired from a worry. Or sad. Or sick. A worry can feel like a heavy</i></p>	<p>Look at the page at the end of the story where the woman down the road takes the worries out of the bag to see what they look like and says <i>There is nothing a worry hates more than being seen.</i></p> <p>Ask: Children to draw a worry that Jenny had or a worry that other children might have or ask children to tell you the things that children might worry about write on the whiteboard.</p> <p>Activity: children are to sort the worries into:</p> <ul style="list-style-type: none"> something you can do something about worries that probably won’t happen <p>At the end ask which worries should we talk about and remind children that all worries are worth talking about. Put these up as a display (being careful to monitor any that might be child protection related.)</p>	<p>Reinforce: that we all have the right to feel safe and the importance of being persistent and keep telling people on our helping hand until our early warning signs go away.</p> <p>Remember that this is what the girl did in the <i>Huge bag of worries</i> until she was listened to and felt safe again.</p> <p>Remind of theme 2:</p> <p>“We can talk with someone about anything, even if it feels awful or small”</p> <p>Put the worries up as a display in the classroom and the helping hands of people who we could talk to.</p> <p>Evaluate: Evaluate the <i>Feeling Good, Feeling Safe</i> programme with pupils and</p>

sack is on your back. Only it isn't there."

Activity: Ask children to identify adults that they could talk to if they had a worry, if they felt unsafe or if someone asked them to keep an unsafe secret. Remind children of the helping hands they made in reception and give them out if they have been kept. Children make an updated version of the helping hand as their adults to talk to might have changed.

Note it is recommended that there are four adults who they can talk to and who listen to them who don't live in their house and who they see every week or so. They can put adults at home on the thumb and friends in the palm of their hand.

If there is time or as part of the plenary explore with children who they would tell related to the following scenarios:

1. Someone is being teased in the classroom
2. Someone is not being allowed to join in a game in the playground
3. Someone getting lost while out in town with their parents or carers
4. Someone's best friend has told them they don't want to be friends anymore
5. Someone in the park took something of theirs and told them not to tell
6. Someone is worried because their grown up is poorly.

Explore what to do if the adult isn't available or doesn't help.

use this to inform delivery of the programme next year. Ideally evaluations will feed into a staff meeting to reflect on the process.

Finish: With a relaxation or self-soothing exercise.

Home task: What is a stanger? worksheet.

Lesson 4: Telling & Networks – YEAR 2

Learning Outcomes	Links to Brighton & Hove PSHE Programme of Study	Notes and resources
<p>I know the difference between secrets and surprises</p> <p>I can recognise safe and unsafe secrets</p> <p>I know the people who look after me and who to go to if I get my early warning signs or feel worried</p>	<p>H1.13 H1.14 R1.1 R1.3 R1.9 R11 R13</p>	<p>Accompanying PowerPoint from Brighton & Hove virtual learning environment.</p> <p>Book: <i>Do You Have a Secret?</i> Jennifer Moore-Mallinos (optional)</p> <p>Resources: Scenarios about keeping secrets Helping hand Home helping hand sheet</p>
Introduction	Main Activity	Plenary and Home Task
<p>Remind: the class of theme 2.</p> <p>“We can talk with someone about anything, even if it feels awful or small”</p> <p>Reinforce the importance of talking with an adult about worries and explain that today we are going to talk about what to do if someone asks us to keep a secret.</p> <p>Explain: that a safe secret is something that you and other people feel good about e.g. a nice surprise. What if Grandad bought a present for Dad’s birthday and he wants to show it to his grand child, but only if they will keep it a secret? Is that a safe secret? Yes, because it’s a surprise</p>	<p>Activity: Have a safe secret box and a set of the keeping secrets scenario cards to sort.</p> <p>Show the class the Safe Secret Box and tell them we’re going to practice what to do when there is a secret. Choose some children to take a turn coming up to the front of the circle to choose a card.</p> <p>Read the card and then decides whether it is a safe or unsafe secret and whether we would need to tell a grown up. If it is a safe secret, the child puts the card into the box. If it is an unsafe secret, he/she tells the classroom teacher that someone has told him/her to keep a secret about whatever the card says</p> <p>After the cards have finished, take the safe secrets out of the box, because safe secrets don’t stay secret for very long.</p>	<p>Display: Put the helping hands up as a display in the classroom. Remind children that we have a right to feel safe, so if we ask someone on our Helping hand for support and they can’t help us it is important that we ask another adult and then another until we feel safe again.</p> <p>Evaluate: Evaluate the <i>Feeling Good, Feeling Safe</i> programme with pupils and use this to inform delivery of the programme next year. Ideally evaluations will feed into a staff meeting to reflect on the process.</p> <p>Finish: with some calming breathing: https://omazingkidsyoga.files.wordpress.com/2013/10/five-count-breathing-visual-support.pdf</p>

and because telling may spoil Dad's birthday surprise. Safe secrets aren't secrets for ever; they are surprises. Safe and good secrets give us a "Yes" or positive feeling.

Ask: the children to give you examples of a safe secret that they have kept. What happened when everyone found out about the secret, how did they feel?

Explain: that some secrets are not safe.e.g. If someone was hurting you at playtime and told you to keep it secret, would that be a safe or an unsafe secret?

- What could you do?
- Why is it a good idea to tell someone?

Remember none of us should keep unsafe secrets.. Always tell someone you trust and keep telling until someone helps you.

Revisit or remake helping hands and discuss what to do if the person you want to talk with isn't available when you want to talk.

Home Task: Blank hand with instructions for key adults at home about what a helping hand is. Children could develop a helping hand for weekends and holidays.