

<p>Learning Objective: To know about what is appropriate in different relationships</p>		<p>Learning Outcomes:</p> <ul style="list-style-type: none"> To know what appropriate and inappropriate touch is To know what is appropriate and inappropriate in different situations To know what makes me uncomfortable and how to respond To distinguish between safe and unsafe secrets To be resilient when asking for help <p>Thinking Skills:</p> <ul style="list-style-type: none"> Show that they are actively listening and responding Suggest what might happen if... Demonstrate how to build on others' ideas Be an effective member in small group tasks Suggest different possibilities/ideas
<p>Vocabulary:</p> <p>Like, Dislike, Special, Features, Strengths, Common, Similar, Different, body, parts, penis, vagina, bottom, gender, private, public, underwear, family, school, friends, care, trust, trusted, community, consent, contact, teasing, bullying, situations, hurtful, harmful, online, secret</p>		
Suggested Lessons	Aims of Sessions:	Content:
	<p>Recap of prior learning:</p>	
1	<p>Year One</p> <ul style="list-style-type: none"> To name the different parts of the body To know who to tell if I'm worried 	<p>L.O. To know what appropriate and inappropriate touch is</p> <p>L.O. To know what is appropriate and inappropriate in different situations</p> <p>Skills Focus: Demonstrate how to build on others' ideas</p> <p>Unpick the word touch. Show different forms of touch such as stroking, poking, grabbing, punching etc. Ask the children which types of these touches they would not like. Is this the same for everyone? (link to the fact that some people don't mind some touching e.g. hugs, while other don't like it)</p> <p>Recap the previous learning from Year One. Can the children remember which parts of the body we keep private? Highlight to the children that if someone else touched them on their privates then this would often be considered inappropriate.</p> <p>What would you do if you were hurt in your private area? Explain to the children that sometimes Doctors, First Aiders or parents might need to help you, and this might involve them asking to show your private areas. If this happens make, sure you are with a trusted adult like your parents/carers and not on your own. If you feel uncomfortable, you can still say no.</p> <p>Activity – Provide the children with different scenarios and ask them to discuss in groups which of these would be appropriate or inappropriate touching.</p>

<p style="text-align: center;">2</p>	<p>Year One</p> <ul style="list-style-type: none"> • To know what makes me and other people special • To explore similarities and differences • To name the different parts of the body • To know about different community groups I am a part of • To recognise how different people care for me • To know who to tell if I'm worried 	<p>L.O. To know what makes me uncomfortable and how to respond</p> <p>Skills Focus : Show that they are actively listening and responding</p> <p>Recap of the previous lesson and then ask the children are there any other times when they might feel uncomfortable? Discuss as a class and then use the examples to distinguish between being physically uncomfortable and mentally uncomfortable.</p> <p>Highlight this with a range of different sound clips e.g. rain falling, thunder, nails on a chalkboard, soothing music etc. Take responses each time and reinforce that many people in the class find different things pleasant or uncomfortable. Highlight that if you do feel uncomfortable then that is ok but it's good to find help in these situations.</p> <p>Give the children a moment to talk in groups to think about different things you could do when you're feeling uncomfortable. Start the children off with your own examples, which could include talking to a friend, meditating or even spending some time on your own. Again, reinforce that we all have different ways of making ourselves feel comfortable.</p> <p>Take the children's ideas and create a class list of different ways we can help ourselves to feel more comfortable. Highlight that if you haven't tried some of these strategies then you might want to give them ago.</p> <p>At the end of the session, explain to the children that if they ever feel unsafe they should always tell an adult. Sometimes, if we are uncomfortable we can deal with it ourselves but always tell a trusted adult if you feel unsafe.</p>
<p style="text-align: center;">3</p>	<p>Year One</p> <ul style="list-style-type: none"> • To know what makes me and other people special • To recognise how different people care for me • To know who to tell if I'm worried 	<p>L.O. To distinguish between safe and unsafe secrets</p> <p>Skills Focus: Suggest what might happen if...</p> <p>Recap previous lesson. What should the children do if they ever feel unsafe?</p> <p>Ask the children what they should do if they've been told a secret. Expect responses like keep it to themselves. Don't tell anyone or else the person who told you the secret won't trust you etc.</p> <p>Explain to the children that there are safe and unsafe secrets. An unsafe secret would mean that someone would get seriously hurt if it was kept a secret.</p> <p>Give the children an example of a secret e.g. Someone's told you Susan keeps being hit by someone in the class and that if anyone tells the teacher, they're going to be hit too.</p> <p>Is this a safe or unsafe secret? Take answers from the class and then explain that is an unsafe secret because Susan would get hurt and you should tell someone because they can keep you safe and Susan safe.</p>

		<p>Therefore, some secrets should not be kept secret.</p> <p>Give the children another example (this time a safe secret) e.g. The class teacher secretly collects Pokémon cards. Is it safe to keep this a secret? Would anyone get hurt if this is kept secret?</p> <p>Activity – Provide the children with a range of different examples of safe and unsafe secrets. Children to work in-group to sort them into these two categories. Feedback to the class.</p>
<p style="text-align: center;">4</p>	<p>Year One</p> <ul style="list-style-type: none"> • To recognise how different people care for me • To know who to tell if I'm worried 	<p>L.O. To be resilient when asking for help</p> <p>Skills Focus: Be an effective member in small group tasks and suggest different possibilities/ideas</p> <p>Link back to the previous lesson. If you had an unsafe secret and you told a trusted adult, what should they do? What would you do if they did nothing?</p> <p>Sometimes you might give someone some really important information or ask for help. If it's important and they don't do anything then it's ok to ask again or to ask a different adult. You should keep asking until someone helps.</p> <p>Ask the children whom they could ask in the class (teacher, teaching assistant etc). Note the children's ideas on the board. Then draw a line down and ask whom would you ask next?</p> <p>Take children's responses and continue to include them on your chart. Work together to create a flow chart of adults who could help them if they are feeling upset, unsafe or uncomfortable.</p>
<p>Evidence for assessment will be from:</p>		<ul style="list-style-type: none"> • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • Recognise whether something is unsafe, scaring them or they are worried about it and how to tell a trusted adult • How to recognise and resist pressure to do something that makes them feel unsafe or uncomfortable • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
<p>Resources needed for project:</p>		<p>Safe and Unsafe cards Scenario cards</p>
<p>Challenge: All tasks are accessible but there is room for stretch or solo taxonomy.</p> <p>SEND:</p>		<p>Scaffolds and in class support</p>