

Lesson No.	Lesson Title	Learning Outcomes	Content	Key Vocabulary
1	Relationship Tree	<ul style="list-style-type: none"> Identify different types of relationships. Recognise who they have positive healthy relationships with. 	<p>Begin session by explaining that there are lots of different types of relationships. Talk partners – discuss who you have a relationship with. Share as a class and make a mind map of answers. Do we treat all our relationships all in the same way? For example, do we greet everyone in the same way?</p> <p>Activity – create a relationship tree. Give children different parts of a tree and ask them to write the following on each part:</p> <ol style="list-style-type: none"> Green leaves - things that can make a positive, healthy relationship, e.g. trust. Branches – how to achieve a positive, healthy relationship, e.g. '<i>being able to talk to the person about anything</i>.' The child (and any other who has trust on a leaf). Roots – the different people the child has relationships with. Brown leaves – what makes a relationship negative / unhealthy, e.g. <i>promises get broken</i>. <p>Plenary – Using everyone's parts, construct a tree on a big piece of paper. Review the lesson by asking the class how we can help to look after relationships and also what we should expect from others.</p>	Relationships Positive Healthy Trust Caring
2	My Body Space	<ul style="list-style-type: none"> Understand what is meant by the term body space (or personal space). Identify when it is appropriate or inappropriate to allow someone into their body space. Rehearse strategies for when someone is inappropriately in their body space. 	<p>Begin with a class discussion - Do the children like being hugged? Why do people hug? It is often a sign of family love or friendship. What other sort of physical contact (touches) do they like? (E.g. kiss, being picked up, holding hands, squeezing.)</p> <p>Talk about personal space. Do they like people standing very close to them? Why do people need to respect other people's personal space? When might someone invite someone else into their body space? (E.g. playing a game of tag with friends, hugging a relative or friend etc.)</p> <p>Sometimes people come into others' body space without meaning to, like on a crowded bus. When else might this happen? When else might people invade body space? What are suitable ways to ask/tell them to move? What should we do if someone asks us to move away from them?</p> <p>Activity 1 - practising being assertive. In pairs, children practise asking each other to move away when the other is in their body space. What did they find worked best? Share thoughts and then discuss what sort of physical contact/touch is not acceptable. Explain that if someone feels uncomfortable when they are being touched, it is the brain's way of warning them that something is not right.</p> <p>Show the NSPCC Underwear rule (below).</p>	Personal space Body Space Invade Uncomfortable Stop Respect Touch

			<p>PANTS</p> <p>P Privates are private</p> <p>A Always remember your body belongs to you</p> <p>N No means no</p> <p>T Talk about secrets that upset you</p> <p>S Speak up, someone can help</p> <p>What can someone do if they are being touched in a way that makes them uncomfortable or is unacceptable? (E.g. say out loudly <i>“Stop!” “Please don’t!” “Go away!” “That makes me feel uncomfortable.” “That feels wrong.” “I’ll tell.”</i>) Always tell someone they trust and get help. Emphasise that it is never their fault if someone touches them in this way.</p> <p>Activity 2 – Make a poster to show the PANTS acronym.</p> <p>Review ways to tell someone to stop if they are making someone else uncomfortable.</p>	
3	Secret or Surprise?	<ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret. Recognise how different surprises and secrets might make them feel. Know who they could ask for help if a secret made them feel uncomfortable or unsafe. 	<p>Put the three cards along one side of the wall with a space in between: Secret, Surprise, Not Sure. Read out the following statements to the children and ask them to move the card that they think the statement represents.</p> <ol style="list-style-type: none"> Your best friend has taken a pencil from school and tells you not to tell anyone. Your family are planning to take you to the cinema but haven’t told you yet. Your best friend is scared of spiders and asks you not to tell anyone because they don’t want to be teased. <p>Discuss the children’s answers. Follow up with some key questions: What is a surprise? What is a secret? Are all surprises secrets? Are all secrets surprises?</p> <p>Activity - Read the story <i>Harold’s Day of Secrets and Surprises</i>, pausing to discuss throughout. After the story, explain that secrets can either make us feel safe and happy or unsafe and uncomfortable. So we can call these ‘safe secrets’ and ‘unsafe secrets’.</p> <p>Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe? Explain that these are the body’s way of telling us that things aren’t right and alerting us that a situation is unsafe.</p> <p>Give out the <i>Safe secret or unsafe secret?</i> Activity sheet. Children to discuss each scenario and talk about how that situation would make them feel inside and what they think they should do in that situation. Discuss if someone has been told something that they feel is an unsafe secret, what should they do? Who could they talk to? Together make a list of the sort of people at school and at home they could talk to if they felt they had been told an ‘unsafe’ secret.</p>	<p>Secret</p> <p>Surprise</p> <p>Feelings</p> <p>Uncomfortable</p> <p>Angry</p> <p>Upset</p> <p>Jealous</p> <p>Worried</p> <p>Excited</p> <p>Scared</p> <p>Talk</p>

			Circle time. Children to give examples of when they may feel angry, upset, jealous, worried, excited or scared. Talk about how to deal with those feelings in different situations and who they could talk to help them deal with things.	
4 and 5	Basic First Aid	<ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>Begin by watching the short video about why first aid is important. Discuss any questions that the children might have.</p> <p>Key messages to be identified and discussed with the children:</p> <ul style="list-style-type: none"> Simple actions can make a difference. Anyone can learn to give first aid in different situations. First Aid lessons enable children to develop their confidence to help other. <p>People have accidents or are suddenly taken ill, every day of the year. By learning first aid, children can be empowered to look after themselves and each other. It is an invaluable life skill.</p> <p>Using the first aid specific videos/plans found on the SCARF website, run through how to deal with the following scenarios:</p> <ul style="list-style-type: none"> Asthma attack Bleeding Broken bone Burns Choking Head injury Unresponsive and breathing Unresponsive and not breathing <p>Activities- complete comprehension questions/quizzes, role-play and freeze frames. Review the different topics learnt by asking what should be done in certain situations. Ensure children realise that getting help is always a top priority and the ways that this can be done, e.g. shouting for help, sending someone to get help, etc.</p>	Cross curricular Responsibility Environment
6 and 7	Let's Have a Tidy Up	<ul style="list-style-type: none"> Explain whose responsibility it is to look after the local environment. Plan and carry out an event which will benefit the local environment. 	<p>Show the class a photograph of some litter in the school playground. Discuss what the children think about this, whether it's ok or not and who should clean it up? What could happen if no-one took responsibility to clean it up?</p> <p>Activity 1 – tell the class that they are going to organise a 'Tidy Up' event in the school playground or in their local park. Children to design a poster to advertise the event to include specific information about the event – date, time, place, etc.</p> <p>Activity 2 (to be completed on a different day) – complete the 'tidy up' event!</p>	Cross curricular Responsibility Environment

			Discuss the event. Show before and after photos of the location. How did the children feel doing it? How do they feel now? Help them to appreciate that they have made a difference. How would they feel now if someone spoilt their tidied area with more litter?	
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