

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. Emphasis 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	None of your business!	<ul style="list-style-type: none"> Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. 	<p>Play the game ‘Guess Who?’. In groups, children share facts about celebrities for others to guess. Ask the following questions. Where do you get most of your information about celebrities from? Did anyone have an address or telephone number as a fact? What about the password to their Facebook account? Discuss that this information is personal and we should never share this information, especially online.</p> <p>Activity – watch the e-safety film clip ‘Lee and Kim’. Why did Super Sid turn up? Why is this wrong? Why does Kim get butterflies in her tummy? What are Sid’s Top tips about staying safe online?</p> <p>Discuss the following questions:</p> <ul style="list-style-type: none"> Is it safe to share videos of yourself, wearing school uniform, on YouTube? Emphasise the importance of keeping profiles private, not public. Is it ok for someone they don’t know online (and offline) to ask you to send a photo of yourself? Emphasise that once a person posts something they lose control of it. It is not possible to stop it from being shown somewhere on the internet. What do they think they should do if someone starts asking them personal questions or is rude to them on the street? What about if something causes them to get butterflies in their tummy? Could they respond in the same way if this happens in an online game too? Emphasise you don’t have to respond to people you don’t know. You can leave a game at any time if you don’t feel safe or happy. And you can talk to a parent or trusted adult at any time. 	<p>Personal information</p> <p>Private</p> <p>Public</p> <p>Permission</p> <p>Online</p> <p>Uncomfortable</p>

4	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>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.</p>	<p>Secret Surprise Feelings Uncomfortable Angry Upset Jealous Worried Excited Scared Talk</p>
5 and 6	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>	<p>Cross curricular Responsibility Environment</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>	
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