

Year Two

Lesson 4

Lesson length: 60 minutes

Unit title: My family and me

Lesson title: Feeling safe inside and out

Year
2

Learning Objectives

To be able to recognise safe and unsafe situations

To be able to recognise the physical signs of feeling unsafe

To know what to do if feeling unsafe while on technology (online)

Suggested Activities

Discuss what the term 'safe' means, give dictionary definition.
Talk about feeling safe - what feelings do you experience? (Popcorn style)
Invite pupils to give answers and say where they feel safest.
'I feel really safe when

Continue discussion by asking 'What things make us feel scared? '
Are there things we need to keep safe from?
Explain that some things that make us worried or concern might be the actions of others or things that we see on-line (tablets or mobile phones).

Relationships and Health Education

Learning Outcomes

Being safe

- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard

Mental wellbeing

- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

Activity - Jelly in your belly

Draw around the outline of a child and ask class to surround outline on carpet. Explore things they think might make children , record responses around the outside of the outline.

Highlight that there are real and imaginary dangers and that it is difficult to sometimes tell the difference.

Address misconception that the people that make us scared are always strangers. Further the discussion and highlight sometimes people make us feel uncomfortable and scared as well as situations and places.
It may be someone you know that makes you feel uncomfortable.

Use selected power point slides from PANTS NSPCC resource - <https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/>
Introduce the concept of private parts - there are parts of the body that should not be touched or shown by others and these are called the private body parts. Explain where they are (show a picture of boys and girls in their pants) and that they need to tell an adult they trust if someone tries to touch or asks them to look at their private parts.

Activity - Warning Signs (use the body outline as a prompt)

Discuss the body signals our body gives when we feel we are in danger or that something is wrong.
Explore the emotions – worry, fear, anxiety, overwhelmed.
Body signs - place small pictures on outline.


- heart beating harder
- sweaty palms
- dry mouth
- tickly tummy
- knocking knees
- shaking

Re-emphasise the discussion relating to feeling body safe especially around the private parts and that no one should be touching (pants area) unless a doctor or parent is helping you if you need it.

Clarify with pupils that it is not always right to keep secrets. When is it okay to keep a secret? e.g. a birthday present or mum is expecting a baby. Explain that it is not right to keep a secret if you are told that you must never share it. If you feel unhappy or uncomfortable you must tell a trusted adult.

Continued



<p>Year Two Lesson 4 (Continued) Lesson length: 60 minutes</p>	<p>Unit title: My family and me Lesson title: Feeling safe inside and out</p> 	
	<p>Help and Support Identifying trusted adults</p> <ul style="list-style-type: none"> • Whose job is it to keep us safe? Who can keep us safe at school / home/ church/ mosque/ temple/ clubs etc. • Record these people on the white board. Explain these are our ‘trusted adults’ <p>Activity Helping hand Ask pupils to design their helping hand and for each finger & thumb attach the name of persons who they would speak to at home (2) at school (2) and a friend.</p> <p>Debrief Talk about people who care for us and how they make us feel safe Identify people who make you feel safe and people who can help to keep us safe (these can include family support workers, police officers, teachers etc).</p>	
<p>Unicef Articles Article: 1, 2, 3, 4, 5, 6, 13, 16, 17, 18, 19, 33, 34, 35, 36</p>	<p>Resources Body outline Swimming costume picture for boys & girls NSPCC- PANTS resource – power point https://learning.nspcc.org.uk/research-resources/schools/pants-teaching/</p>	<p>Key vocabulary Scared Anxious Anxiety Uncomfortable Tickly tummy Knocking knees Fear Names of people who keep us safe</p>

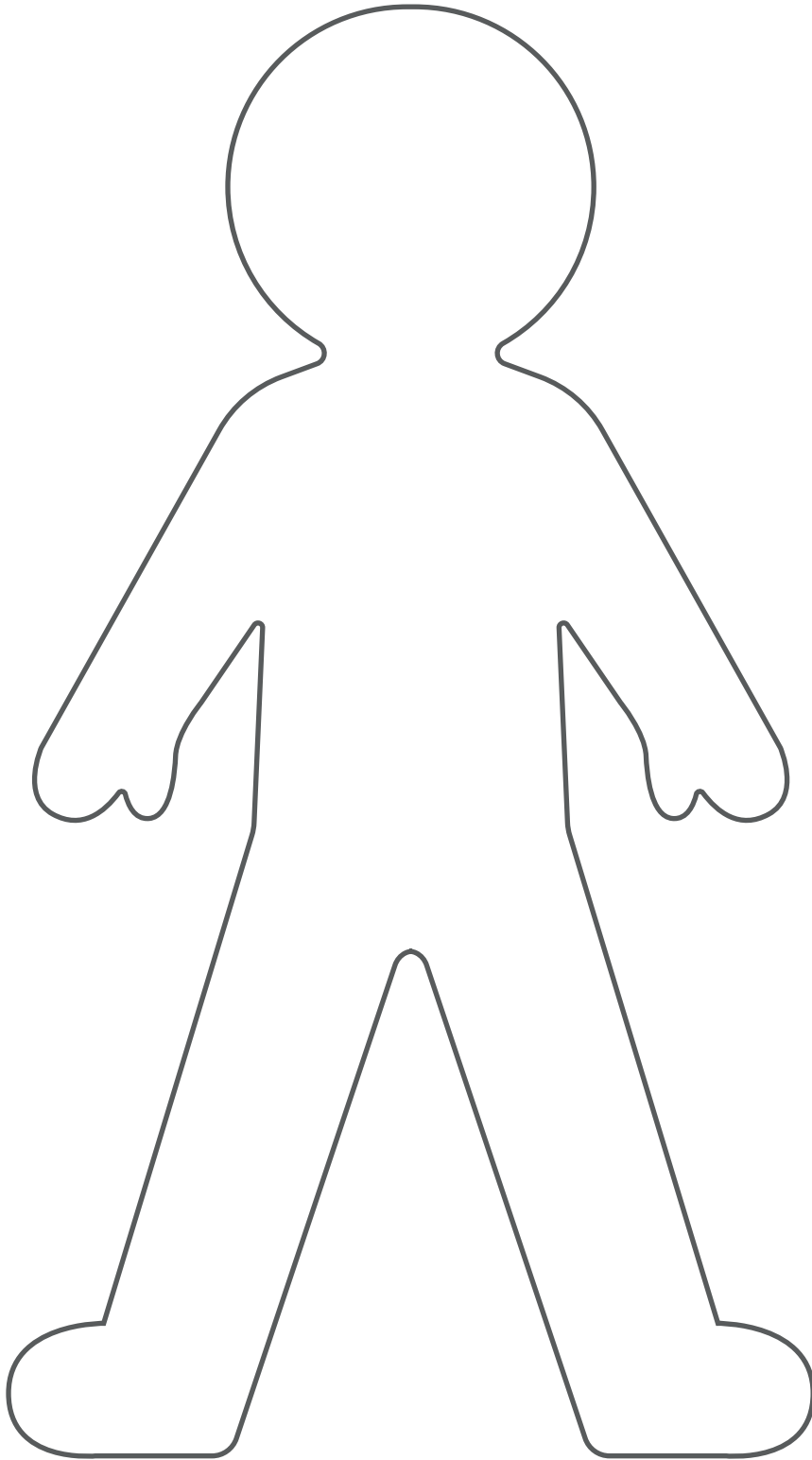
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