



Asking for help: KS1



Our pupils need knowledge and capability to take care of themselves and receive support if problems arise to stay safe, healthy and happy. This resource uses the knowledge, skills and strategies taught in RSHE to support safeguarding so that pupils:

- Understand the feelings that tell them when they might need to seek help and support
- Know different ways they can access help and support
- Can identify trusted sources of help and support

The resource combines lessons from the RSE Solution resource with supplementary supporting lessons and activities. They can be used flexibly across the year groups with any adaptations to remain age and stage appropriate and best meet your school community needs. Schools are responsible for ensuring that they have conducted pupil voice to inform the age and stage appropriateness of these resources, and that their school RSHE Policy reflects the teaching strategies promoted. This resource should be aligned to your planned, developmental RSHE curriculum.

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Getting Started

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The first section provides some important guidance in creating a safe learning environment:

- Creating a working agreement
- Preparing to answer questions
- Safeguarding: Distancing, signposting and disclosures

Recognise, understand, manage, and appropriately express feelings

Page 8

This lesson is initially taught in Reception, but the activities can be used and built upon at later stages to support emotional literacy. Some children are instinctively in tune with their feelings and emotions and will be ready to deal with new/ different situations/people more easily. Others may need a bit more help. All children need to have their emotional literacy nurtured, supported, and encouraged, so by 'talking and teaching' pupils to express themselves appropriately you are empowering them to navigate the emotionally turbulent waters of growing up.

Asking for help

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These lessons are lesson 6 in the RSE Solution resource. However, we recommend you deliver these at the start of the school year along with the Helping Hand activity and signposting children and families to trusted sources of information, advice, and guidance. You might need to recap termly.

Reception: Special people (Page 90)

Year One: How to ask for help (Page 150)

Year Two: Secrets and surprises (Page 194)

A Helping Hand

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This activity is delivered initially in Reception, but it is vital that all children and young people are supported to identify five trusted adults who can help them and that they are reminded of the need to have such adults. At least one should be an adult in school on a regular basis and ideally two will be school based.

Getting Started

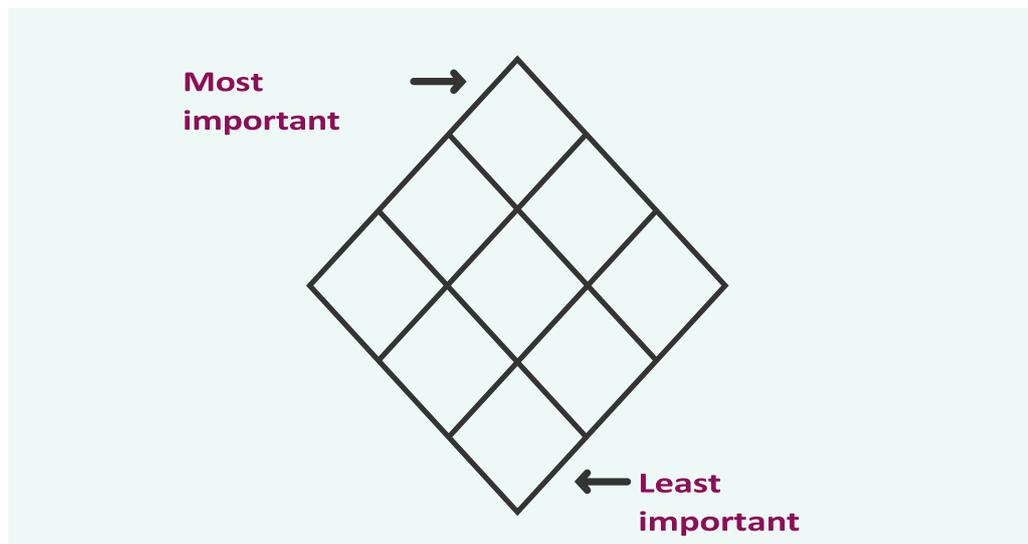
Creating a working agreement

Establishing a working agreement with your class for RSHE is essential. The value of the working agreement is dependent on the time and process taken to create it. Once established, it will provide pupils with a clear understanding of what behaviours, including language are acceptable. It can support a safe, democratic, and empowering learning space for pupils, promoting confidence to fully engage in RSHE lessons without fear of 'getting it wrong'.

Start by explaining to pupils that before RSHE lessons commence, it is important that everyone feels safe, empowered, and clear about what is and is not acceptable during RSHE lessons.

To get pupils warmed up, start by asking them to imagine someone new is joining the class and they need to think of things that would make the new person feel comfortable to come and join in the RSHE lessons.

Once the class has agreed what things would support someone new to feel comfortable to join in RSHE, ask pupils to identify what they would like to have included in a working agreement. Write these down in their own words before ranking them in order of importance. You could use a diamond nine template, such as the one below:



Whilst pupils order the suggestions and create the working agreement, you can remind and encourage them to embed the behaviours they have identified over the process of this activity. This is better than trying to embed behaviours during an activity on a challenging topic, when pupils may feel more exposed or sensitive to reminders about appropriate classroom behaviours.

It may be helpful to add statements to the working agreement such as 'this means that I will...' and 'this means that I will not...' to ensure pupils understand how the agreement relates to their behaviour.

Once the class has finalised the working agreement, ask them to illustrate it, type it up or write their name around it so there is a commitment of ownership by the whole class to what has been agreed.

Display the agreement for each RSHE lesson on the wall or place laminated copies on each working table.

It may be helpful to ensure that the working agreement covers the following elements, using pupils suggested language:

Openness: We will be open and honest without directly talking about ourselves or each other. Instead, we could say 'I know someone who' or 'person X'.

Keep the conversation in the room: We will feel safe to talk openly, knowing our teacher will not tell anyone else what we have said unless they are worried that we are not safe. We cannot stop other pupils talking about what we have said so we need to stop and think before we share!

Non-judgemental approach: It is OK to not agree with each other, but we challenge what is said, not the person who says it.

Right to pass: We will try to join in, but if we feel uncomfortable in the lesson we can pass.

Make no assumptions: We will not assume what other people think and feel because of what we think we already know about them (religion, culture, life experience, disability etc).

Listen to others: We will listen fully to what everyone has to say before deciding what we want to say in response.

Appropriate language: We will use scientific words when talking about the body. If we don't know them, our teacher will tell us.

Questions: We can ask questions. We will not ask each other personal questions, and no one can ask us personal questions (this includes our teacher). Help and advice: If we need help and advice about anything, we will speak to our teacher or another adult we trust. We will help our friends to get help if we think they need it.

Preparing to answer questions:

It is essential pupils are given space within each lesson to ask any questions they have, to seek reassurance for concerns, fill any gaps of knowledge and addressing misconceptions.

Questions can provide a useful form of baseline assessment. For example, a question box can be left in a pre-agreed place and pupils given advance notice of a topic that will be covered, being invited to add questions to the box prior to the lesson. The advantage of this approach is the teacher can pre-empt the level of knowledge so the lesson can be appropriately pitched, as well as providing a chance to research or consider appropriate responses to the questions raised.

Post-lesson questions can provide a useful form of summative assessment, providing the teacher with an opportunity to identify any remaining knowledge gaps or skill development needs.

Some teachers feel anxious about the post-lesson questions, as this is a part of the lesson that is hard to prepare for. Take reassurance that teachers are not required to be the experts in all areas of RSHE, neither does every question have to be answered. If a question arises that may not be appropriate to answer, it is acceptable to tell pupils that some questions will be answered in the following lesson, providing a chance to research an appropriate response, collaborate with colleagues to check a suitable age-appropriate response, or find organisations relevant to the topic that pupils can be signposted to for their own research. It may also be appropriate to suggest a pupil asks their question at home.

If anonymous question boxes are being used during a lesson, it is important to ask all pupils to complete a question slip and place into the box. If they do not have a question, they can just write 'Hi' or draw a smiley face. This will ensure that no pupil is exposed as having asked a question when only a few questions have been asked.

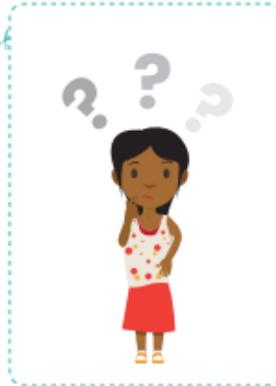
Question card templates are provided on page 41 of the RSE Solution resource, but pupils could also make their own laminated Question cards featuring a tick box option at the bottom where they can express their preferred method of response such as:

- Answer in class Q&A
- Answer 1:1
- Just wanted you to know that...

Younger pupils may respond to a puppet that is used as a 'worry guzzler', or similar format. Pupils can then direct their questions to the puppet as you circulate around the class. The questions can be discussed and answered during a whole-class Q&A through the puppet.

It is also useful to tell pupils where they can access support and advice both inside and outside of school including online support from quality assured, trusted websites. This will help prevent the seeking of information from inappropriate or unsafe places, where they could put themselves at risk or receive inaccurate information.

Question card



Answer in class Q&A

Answer I!

Just wanted you to know that..

Answer in class Q&A

Answer I!

Just wanted you to know that..

Answer in class Q&A

Answer I!

Just wanted you to know that..

Answer in class Q&A

Answer I!

Just wanted you to know that..

Safeguarding: Distancing, sign posting and disclosures

Distancing: RSHE can be a challenge for all pupils for a variety of reasons. Some pupils may have difficulty in communicating their personal views and opinions or respecting the different opinions of others. Some pupils may lack the confidence or feel vulnerable to share their internal thoughts. RSHE may trigger uncomfortable feelings and awareness of abuse. The use of characters appears in a variety of ways, including the creation of fictional characters. Pupils very often subconsciously project much of themselves into the characters to explore, share and express their own views of the lesson activities through the character. This type of strategy can promote pupil engagement in RSHE.

Signposting: Before each lesson, it is helpful to research local and national support agencies relevant to the topic you are teaching, so that at the end of the lesson you can appropriately signpost pupils and their families for specialist information, advice, and guidance. Always remind pupils who they can talk to in school if they have concerns and take the time to liaise with the pastoral team about RSHE topic coverage so they can prepare for any pupil responses.

Safeguarding disclosures: RSHE can prompt safeguarding disclosures. This is because effective RSHE teaches the information, language, emotional literacy, and character skills to raise awareness and report incidents of abuse. Ensure that all staff in school are familiar with the safeguarding policy prior to RSHE being taught so pupils will receive an appropriate and consistent response, whoever they approach within the school.

RSHE can lead to disclosures relating to gender and sexual identity etc. It is important to recognise that this is not a safeguarding disclosure, and the information does not need to be shared unless the pupil discloses any cause for concern about risk, in which case the approach is the same as it would be with any pupil. Respond to such disclosures by offering positive affirmation and working individually with the pupil, allowing the pupil to be fully empowered to make their own choices and work at a pace dictated by them.

Teaching RSHE can be a challenge for some teachers due to their own life experiences. Ensure that all staff are fully supported to teach RSHE, including the right not to teach a topic or lesson that they feel would be detrimental to their wellbeing. It might be possible for teachers to swap their lessons, or for an alternative member of staff to teach the lesson with the teacher supporting.

Lesson: Recognise, understand, manage, and appropriately express

The knowledge, skills and values in this lesson need to be revisited every year.



Lesson aim:

Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.



Learning outcomes:

- I can identify comfortable and uncomfortable feelings
- I can describe my feelings
- I can manage uncomfortable feelings



Resources required:

- Resource sheet: Feeling faces
- Resource sheet: Speech bubbles
- Paper plates
- A range of craft materials

Key words: feelings, comfortable, uncomfortable

Teacher notes:

When teaching about feelings, it is important to reassure pupils that no feelings are wrong, bad or naughty. Some feelings are more comfortable than other feelings but all feelings are natural to experience.

The paper plate faces and feeling speech bubbles can be used to create a classroom display called 'Our Feelings'. This will provide pupils with a helpful visual reminder of the feelings they have discussed and explored throughout the lesson, helping them to explain their feelings at another time.

Begin the lesson by...

Explaining that we will be learning about feelings, the different types of feelings that we experience and how we can help ourselves and each other to manage our feelings. We all have feelings. No feelings are wrong, bad or naughty. Some feelings are comfortable to experience, some feelings are uncomfortable to experience. Our feelings can be affected by things happening inside our bodies, such as if we feel hungry, tired, in pain or unwell. Our feelings can also be affected by things happening outside our body, such as if someone is kind or unkind to us or if something upsetting happens, for example when a pet dies.



Activity one: I feel good about...

Display all of the feeling faces at the same time to the class.

Work with the class to divide the feeling faces into two groups - those that represent comfortable feelings and those that represent uncomfortable feelings.

Take each of the comfortable feeling faces in turn and ask pupils to suggest what emotion they think the face is feeling. Write down the suggested emotion in a speech bubble and position next to the face.

Suggested answers:

- Happy
- Excited
- Pleased
- Surprised
- Calm
- Relaxed

Repeat this activity for the uncomfortable faces.

Suggested answers:

- Sad
- Angry
- Disappointed
- Scared
- Embarrassed
- Tired
- Worried
- Surprised
- Confused
- Irritated
- Lonely



Activity two: Feeling behaviours

Display each feeling face in turn in a random order, with the completed speech bubble and remind pupils of the feeling that they identified for the face. Tell pupils to pull a face or do an action to demonstrate how they might behave if they were experiencing that feeling.

For the uncomfortable feelings, where unhealthy behaviours might be demonstrated, ask pupils to suggest something that they could do to help them calm down.

Suggested answers:

- Have a cuddle
- Deep breathing
- Talking to someone they trust
- Running around
- Distracting themselves
- Having some time out
- Looking at a book
- Colouring

Repeat for all of the feeling faces.

Activity three: Make my feeling face

Give each pupil a paper plate and a blank speech bubble. Tell pupils to create/draw a face, using a range of craft materials that shows a feeling of their choice. Help them to complete the speech bubble by writing the feeling their face expresses with them.

Extension:

Tell pupils that they are going to play a treasure hunt style game of 'find the feeling faces'. Hide the faces from Activity one around the classroom. Tell pupils to search and find the faces. As each pupil finds one, pause the game and ask the pupil to hold up the face and suggest a feeling that it could represent.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to tell you some of the feelings that they have learnt about and some calm down ideas to help them manage unhealthy behaviour. Reassure pupils that we all experience lots of different feelings every day and at this school everyone is encouraged to share their feelings with each other and the adults in the school. Remind pupils that whilst all feelings, comfortable or uncomfortable are OK, some behaviours are not OK. Tell pupils that it is not OK to be unkind to someone because of how they are feeling. Thinking about what has caused a feeling can help to manage the feeling and your behaviour. Ask pupils to tell you some of the calming down strategies that they have learnt about. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been taught in the lesson.

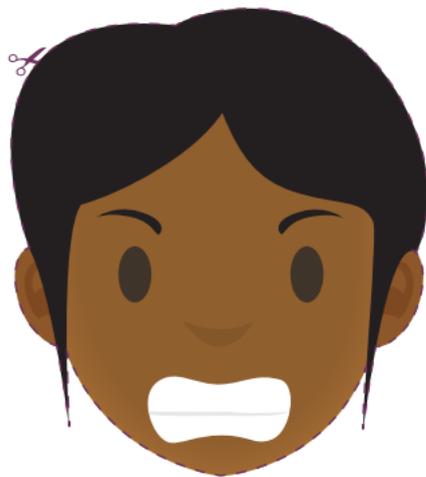
Assessment:

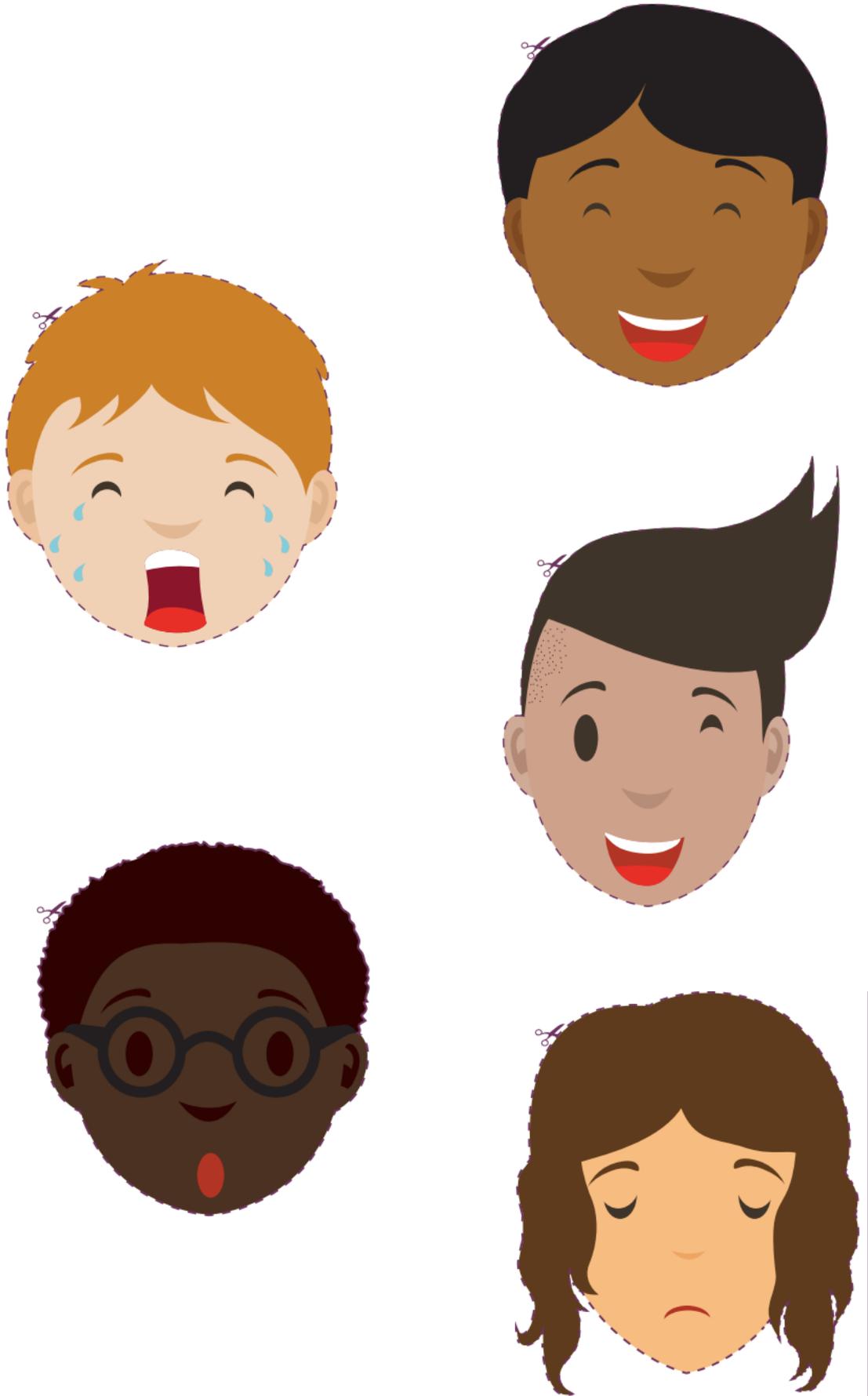
Activity one: Pupils identified, using a range of vocabulary, comfortable and uncomfortable feelings.

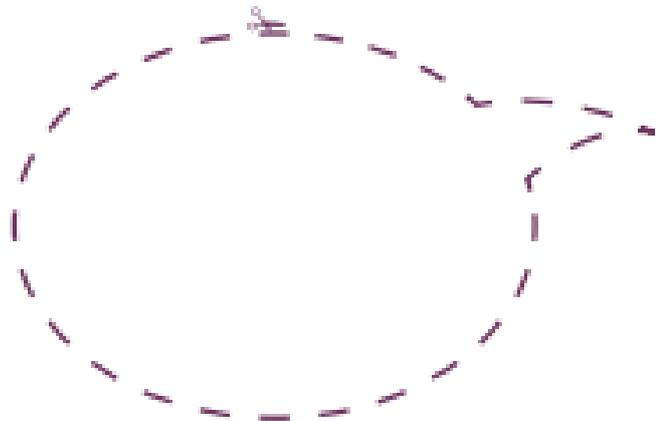
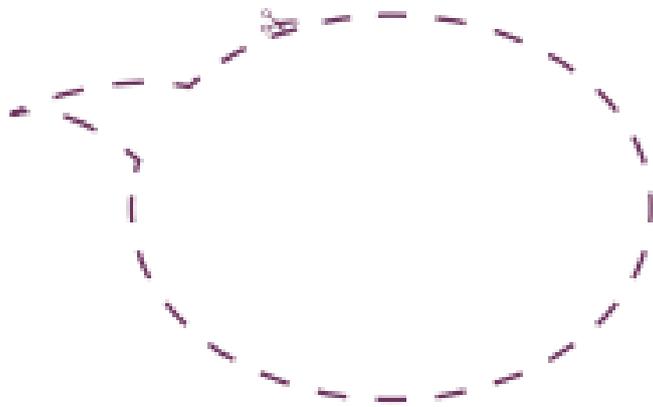
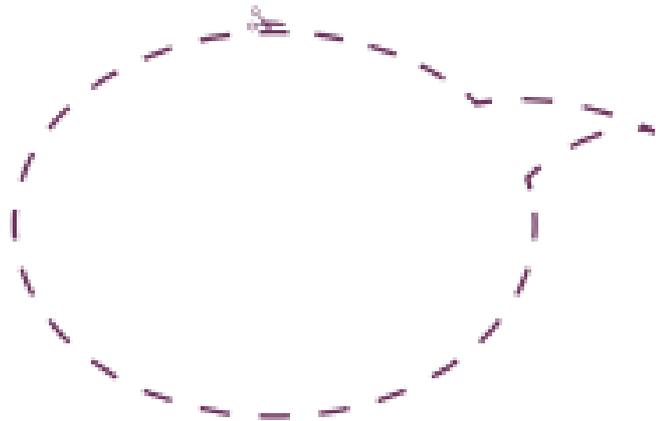
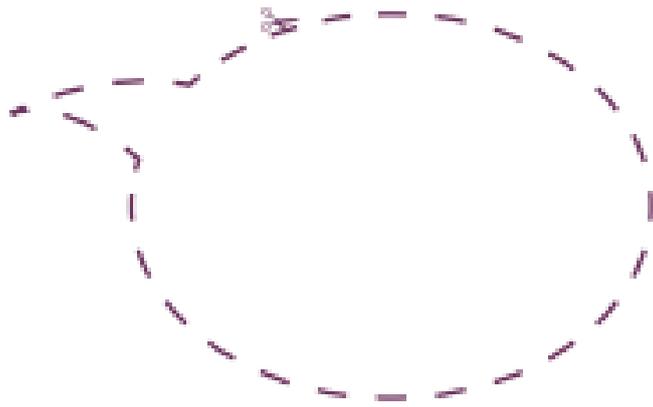
Activity two: Pupils suggested a range of behaviour management strategies.

Activity three: Pupils made a face that illustrated a feeling, and identified the feeling.

Evidence of assessment: Paper plate faces with completed speech bubble.







Asking for help : Reception lesson



Lesson aim:

Pupils can identify the special people in their lives, what makes them special and how special people care for one another.



Learning outcomes:

- I know the people that are special to me
- I know what makes people special to each other
- I know how special people look after each other



Resources required:

- Resource sheet: Flower template
- Variety of craft items

Key words: special

Teacher notes:

Be clear when teaching this lesson that someone who is special is someone who takes care of you and considers your feelings. They make you feel good about yourself most of the time. A parent may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and special most of the time. Be mindful that some pupils may have been told that they are special in order to be groomed for abuse. It is therefore important to reinforce that a person is not special just because they tell you that they are, or that you are to them.

Begin the lesson by...

Explaining that in this lesson we will be learning about how we are all special, and we all have people that feel special to us. Some of us may be surrounded by lots and lots of special people, whilst some of us may have one or two special people, and this is OK. The types of people that are special may be different for all of us. For some of us, it could be our family such as mummies, daddies, brothers, sisters, grandparents, step family, adopted family or foster family. For some of us it might be friends, teachers, neighbours. Anyone that we feel is special to us is OK, no matter who they are.



Activity one: A handful of special people

Ask pupils to suggest someone who is special to them. Next, ask pupils to think about why that person is special to them. Discuss the responses as a class. Explain to pupils that someone special is a person who helps to look after them, cares about their feelings and supports them to be the best they can be. They should always feel safe with special adults.

Tell pupils to draw around their hand. Now, tell pupils to turn each finger into a person that is special to them using available craft materials, to make the face of each person, to complete their hand.



Activity two: Special people make me feel...

Ask pupils to look at their hand of special people, and think about the things that make them special, and what special people do to show them they care.

Tell pupils to sit in a circle, and take turns to stand up and say how someone who is special to them shows them they care.

Suggested answers: *Make your packed lunch; take you to the park; love you, help you bath, spend time with you, talk together, share feelings, feel safe with them, miss them when you are not together, buy presents (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they feel when they are with one of their special people.

Suggested answers: *loved, special, safe, nice, happy etc.*

Tell pupils to draw a face in the palm of their hand that shows how they feel when they are with their special people.



Activity three: I make my special people feel...

Ask pupils to look at their hand of special people, and think about the things that they do to show their special people that they care about them.

Tell pupils to sit in a circle and take turns to stand up and say how they can show someone that they are special to them.

Suggested answers: *Help them with jobs; tell them they are special; give them a hug/kiss (only if they both want to do this); talk together, share feelings; make them a present (presents are only one way to show someone they are special).*

Discuss the responses as a class.

Ask pupils to take it in turns to stand up and say how they would like to make one of their special people feel.

Suggested answers: *loved, special, happy etc.*



Extension:

Provide each pupil with a flower template. Explain that sometimes people give each other a present, like a bunch of flowers as a way to make them feel special. Emphasise that presents are not necessary to make someone feel special. Tell pupils to draw a picture of someone who is special to them in the centre of the flower, before colouring in and decorating the petals etc. Pupils could then present this flower to someone who is special to them, or you could make a bunch of flowers for a class display.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest ways in which a special person might show someone that they care about them. Reassure pupils that special people should help them to feel special, that they should always feel safe with a special adult and that special people are often good people to talk to if they feel upset, worried or scared about something.

Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to. Signpost pupils to who they can talk to in school if they have any worries or questions about what has been covered in the lesson.



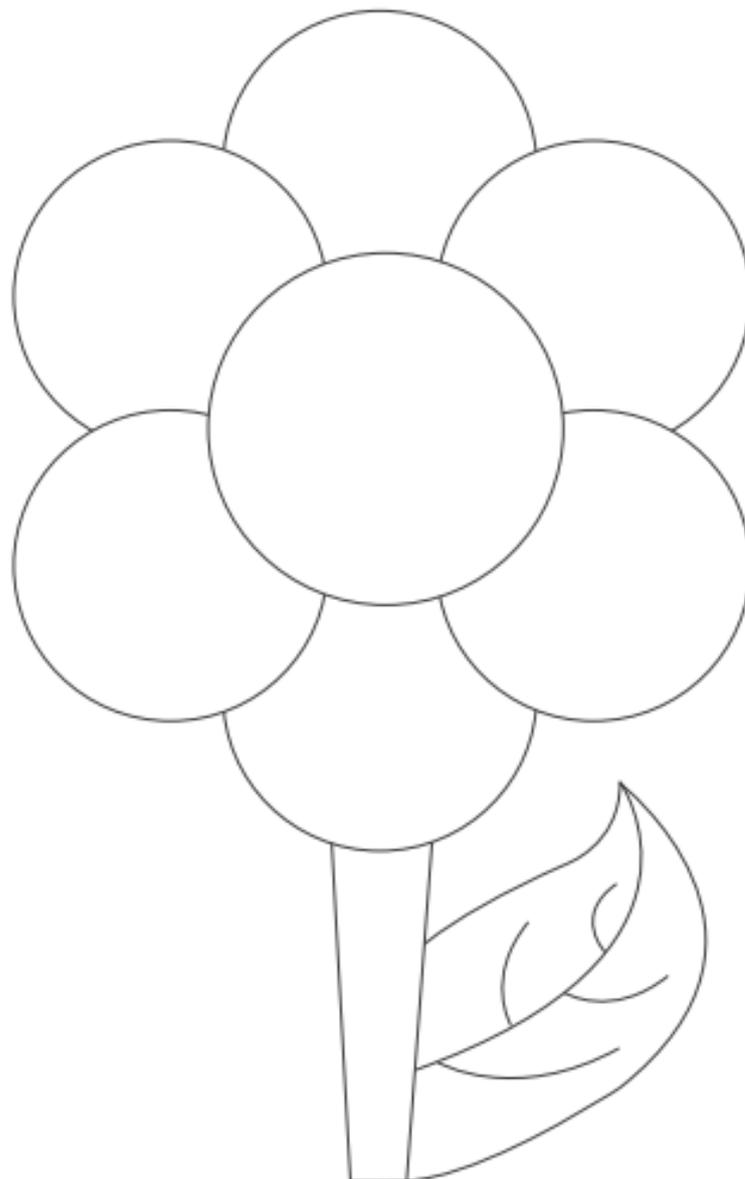
Assessment:

Activity one: Pupils identified people that are special to them, illustrating them on a handprint.

Activity two: Pupils suggested appropriate ways in which people who are special care for each other, and that this helps them experience positive emotions.

Activity three: Pupils suggested appropriate ways in which they can show people that they are special to them, and how their behaviour might make their special person feel.

Evidence of assessment: Completed handprints.



Asking for help: Year one lesson



Lesson aim:

Pupils can identify the people who look after them and how to attract their attention if needed.



Learning outcomes:

- I know the people that can help look after me
- I have identified people I can ask for help
- I can ask for help if I need to



Resources required:

- Resource sheet: People who can help me
- Resource sheet: Phone template

Key words: problem, help

Teacher notes:

Be mindful that some pupils may have disclosures that they will feel confident to share as a result of this lesson. Ensure from the outset of the lesson that pupils fully understand that the lesson is not the appropriate time to disclose anything. It may be helpful to agree what a pupil can do if they do want to talk to someone during the lesson. This could include going to see another member of staff that has a private office or putting something into a 'worry box' in the classroom. It will be helpful to advise other staff in the school that this lesson will be occurring so they are aware that disclosures may be made. Additionally, ensure that you are fully confident with the school safeguarding policy and referral process.

Pupils may benefit from the opportunity to be introduced to another professional, such as a police officer. This will provide an opportunity to learn more about how they can help, and develop confidence in contacting them if needed.

Begin the lesson by...

Explaining that we will be learning about how to ask for help from a range of different people. Reassure pupils that everyone experiences problems sometimes. To manage some problems we may need to ask for help. Some problems feel like big problems, and some problems feel like small problems. Whatever the type of problem it is OK to ask for help to deal with it, especially if the problem is causing us to be in pain, upset or scared. Advise pupils of what to do if they want to talk to someone during the lesson about a problem they are having. Ensure pupils understand the classroom is not always the appropriate place to share a problem, depending on what it is.

Activity one: Problems, problems, problems

Ask pupils to sit in a circle and take it in turns to stand up and suggest a problem that someone might have.

Suggested answers: *Feeling unwell, tripping accident, bullying, breaking something, people in their family shouting at each other lots, someone touching them when they don't want them to (this could be another child or an adult), feeling anxious online, someone stealing something from them, fire, getting lost etc.*

Activity two: Help is never far away

Introduce the 'people who can help me' pictures one at a time. Ask pupils to suggest who these people are. Make any necessary corrections to the suggestions.

Display the 'people who can help me' pictures around the classroom walls. Ensure there is enough space for pupils to move around freely. Individually read the problems listed in the suggested answers, together with additional problems suggested by pupils from Activity one. After each problem, ask pupils to stand near the 'people who can help me' person they think would be able to help them. Encourage pupils to stand where they feel is appropriate and not to follow their friends or what most of the class does, as there may be more than one person who could help with each problem. Discuss pupils' positions with them as appropriate after each problem.



Activity three: Asking for help

Put the 'people who can help me' pictures onto a chair, one at a time. Ask pupils to take it in turns to come and stand behind the chair and suggest a way of asking that person for help.

Line up the police, fire, medical staff and coastguard. Tell pupils that there is one way of getting hold of all of these in an emergency. Explain that anyone, including them can telephone 999 if they need to, and that someone will answer their telephone call very quickly. They would be asked to try to explain where they are, what the problem is and who is involved. Reassure pupils that if they are unable to answer the questions it doesn't matter. It is important to call for help, and this will arrive.



Extension:

Give each pupil a phone template. Tell the class to work in pairs to rehearse dialling 999. One pupil plays the role of operator, while the remaining pupil practices explaining a problem of their choice. Encourage the 'operator' to ask the following questions:

- Where are you? Can you describe what you can see if you are not sure where you are?
- What has happened? Who is involved?
- Is anyone hurt? Are you safe?

Ask some pairs to share their examples with the rest of the class, discussing the strengths to reinforce effective responses.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Ask pupils to suggest someone that might be able to help them if they have a problem. Reassure pupils it is normal to experience problems, everyone does, and it is important that they ask for help if they need it. Remind pupils that every adult in the school is happy to help them with a problem, no matter what it is. What matters is that they talk to someone about their problems. Signpost pupils to who they can talk to if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly suggested a range of problems that may require help.

Activity two: Pupils identified people they could ask for help with a range of problems, including the emergency services.

Activity three: Pupils demonstrated appropriate ways of attracting the attention of someone they needed to ask for help and shared effective ways of asking for help with the whole class.

Evidence of assessment: Recording of extension activity, if completed.





Asking for help: Year two lesson



Lesson aim:

Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid.



Learning outcomes:

- I know what a secret is
- I know what a surprise is
- I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid



Resources required:

- Resource sheet: Share the secret/keep the secret
- Lidded box with a nice surprise (sweets/toy) inside
- Jars/small boxes
- Selection of craft materials for decorating the jars/boxes

Key words: secret, surprise

Teacher notes:

When facilitating this lesson, be very mindful of your own use of language so that a surprise is always reinforced as something nice, that someone will find out about eventually. A secret is something that is not intended to be found out about. A secret can feel uncomfortable to keep.

This lesson has the potential to lead to safeguarding disclosures. Ensure pupils know when, who and how to tell someone about a 'secret' that has been making them feel uncomfortable, worried or afraid. Familiarise yourself with the school safeguarding policy and procedures. Inform other school staff this lesson is taking place, in case it prompts a disclosure following the lesson.

Inform parents/carers that the worry jars will be coming home. Parents can agree with their child a place in the home this will kept, to provide a consistent channel of communication that eases discussion about difficult topics.

Begin the lesson by...

Explaining that in this lesson we will be learning about the difference between surprises and secrets. A surprise is something nice which is shared in time. For example, when it is someone's birthday they are often given a nice surprise such as a present, birthday cake and maybe even a surprise party! A secret is different to a surprise. Secrets are kept from people with the intention that they will never find out and can make us feel uncomfortable to keep. For example, if something has been broken, someone has been unkind or they are doing something wrong and don't want anyone to find out. Reassure pupils that it can sometimes be hard to know the difference between a secret and a surprise but if anything makes them feel uncomfortable, worried or afraid they should always tell a trusted adult about it. Remind pupils of the working agreement.

Activity one: Surprise!

Tell pupils to sit in a circle. Explain we are going to pretend we have a surprise present, no one is allowed to spoil the surprise for anyone else. Using a pre-prepared box with a present inside, silently role-play opening the box as if you have been given a present that you are very excited about. As you lift the lid look surprised and happy demonstrating this through the facial expressions and body language. Pass the box around the circle asking pupils to take it in turns to lift the lid and silently role-play how they would feel if they received this surprise present.

At the end, you could allow pupils to enjoy the surprise by eating the sweets or playing with the toy, cuddling the teddy etc.

Tell pupils that this is one example of a surprise. A surprise is something nice that someone does for someone else, who will find out about it in time.

Activity two: Secrets

Tell pupils to sit in a circle. Ask pupils to take it in turns to suggest something that someone might ask to be kept a secret. After each pupil makes their suggestion, pass the empty box around the circle telling the pupils to pretend to put the 'secret' in the box. Afterwards shut the lid on the box.



What would happen if all the 'secrets' stayed inside the box forever.

Would it be OK for all these secrets to be kept forever?

Would there be things happening that should not?

Suggested answers may include: hiding something that has been broken, being bullied, showing someone something that you shouldn't, someone showing you something that they shouldn't, someone touching your body in a place where you are uncomfortable to be touched, someone telling you about something they are frightened by and need help with.

Display the 'share a secret' or 'keep the secret' signs on a classroom wall, where there is enough space for pupils to move around freely. Using some of the pupil suggestions and the suggested answers above, ask pupils to position themselves under the 'share the secret' or 'keep the secret' sign to indicate how they would respond to each scenario. Discuss the responses as a class.



Why would you not want to/why would it be important to share this 'secret'?

How might you feel telling someone about the 'secret'?

Suggested answers may include: scared, nervous, upset, sad, relieved etc.

Reassure pupils that it is always the right thing to tell an adult they trust about anything that is making them feel uncomfortable, worried or afraid. Telling someone is likely to make them feel better about the secret eventually.

Activity three: Worry jar

Provide each pupil with a jar/small box they can decorate using a range of craft materials. Explain that this jar/box is a worry jar/box. They can put slips of paper with their worries written or illustrated inside the jar/box. Encourage pupils to agree a place that this can be kept in their home so parents/carers can check it with them. Explain that this is one way that they can share a difficult secret that they may find hard to talk about.



Extension:

Tell pupils to work in pairs to roleplay different ways of asking an adult they trust for help with an uncomfortable secret. Ask pupils not to focus on the detail of the secret, but on the strategy and language when asking for help. If time allows, the role-plays can be shared with the class. Discuss the strengths of the approaches demonstrated.

Finish the lesson by...

Providing pupils with an opportunity to ask questions. Ask pupils to suggest reasons why it is important to tell an adult they trust if they are asked to keep a secret that makes them feel uncomfortable. Reassure pupils that no one should ever ask them to keep a secret that makes them feel uncomfortable, worried or afraid. If someone does this, the best thing to do is to tell an adult that they trust, and even if they find this difficult to do, they will feel better afterwards. Remind pupils that in this school they can talk to any adult and the adult will listen and help them to deal with the situation. Signpost pupils to the school mechanisms for asking for help and who they can talk to in school if they have any worries or questions about what has been taught in the lesson.



Assessment:

Activity one: Pupils correctly identified a range of surprises, explaining how a nice surprise feels comfortable and can trigger positive emotions.

Activity two: Pupils correctly identified a range of secrets, explaining how secrets can feel uncomfortable. Pupils demonstrated an awareness of knowing when to share a secret to ask for help.

Activity three: Pupils made a worry jar/box that could be taken home and used as a communication strategy if they find asking for help difficult.

Evidence of assessment: Photograph of pupil positioning on 'keep the secret' or 'share the secret' activity. Worry jar/box.



Helping Hand activity

Lesson Aim

Pupils understand what makes a trusted adult and can identify 5 trusted adults who can help them.

Learning Outcomes

I know what makes a trusted adult

I can name 5 trusted adults who can help me

Resources Required

Pens / pencils

Paper

Key words: trust, safe, comfortable, uncomfortable

Teacher's notes: Be clear when teaching this lesson that a trusted adult takes care of you and considers your feelings. You feel safe with them most of the time. A parent or carer may have to teach you right and wrong, which sometimes means that you are told off, but you will still feel loved by them and safe with them most of the time. Be mindful that some pupils may have been told that they can trust someone to be groomed for abuse. It is therefore important to reinforce that a person is not trustworthy just because they tell you that they are, or that you are safe with them.

Begin the lesson by: Explaining that in this lesson we will be learning about how we all need help sometimes. Talk about what feelings might give us clues that we need help, feeling uncomfortable; scared, worried, sad, or unsure about something. A trusted adult can help you stay healthy, happy, and safe. A trusted adult is someone who will always believe you when you need help. If you are scared, worried, sad, or unsure about something, you can tell them how you are feeling and why you feel that way. A trusted adult is there to look after you and who you feel safe around.

Activity:

Everyone needs a helping hand sometimes and you are going to create your very own helping hand to identify who your trusted adults are. These would be people you talk to when you need help or if you are worried because someone you know needs help. Simply draw around your hand on the paper provided, and on each finger and the thumb write down or draw who your trusted adults are.

There are lots of different people who can be a trusted adult. It's a great idea to have two that are in school. This means that if you are talking to your friends about who their trusted adults are they may have different ones to you and that's okay.

The important thing to remember is that whoever you choose to be on your helping hand as a trusted adult, they are someone you could tell anything to.

Extension:

You can also use the palm of your hand to write down things that provide comfort to you, for example your favourite cushion or a cuddly toy, as you may want to have these with you to help you feel better when talking to one of your trusted adults.

Finish the lesson by:

Providing pupils with an opportunity to ask questions. Remind pupils that this Helping Hand can be used when they feel uncomfortable feelings such as scared, worried, sad, or unsure. Reassure pupils that trusted adults should help them and that they should feel safe with a trusted adult. Remind pupils that all the children at this school are special to the school and that they can talk to any of the teachers and adults who work in the school if they ever need to, even if they haven't put them on their Helping Hand. Signpost pupils to who they can talk to in school if they have any worries or questions and where they can find information that might help them, their friends and family.

Assessment:

Pupils identified their trusted adults, illustrating them on a handprint.

Evidence of assessment:

Completed handprints