



## Lesson plan for relationships and sex education

### Secret or surprise?

Vocabulary used and taught in this lesson

Feelings, Safeguarding, Secrets, Surprises, Support networks

#### Introduction

In the classroom or suitable space (such as the hall) 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. Explain that it is OK to stand by the 'Not Sure' card.

1. Your best friend has taken a pencil from school and tells you not to tell anyone.
2. Your family are planning to take you to the cinema but haven't told you yet.
3. Your best friend is scared of spiders and asks you not to tell anyone because they don't want to be teased.

Ask children to explain why they have chosen to the card where they are standing.

Follow up the introductory activity with some key questions:

- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?

#### Activity

### Activity - A day of secrets and surprises

Read the story *Harold's day of secrets and surprises*, pausing to discuss the prompt questions as indicated.

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'.

Ask the children to describe how they feel when they are safe. How do they feel when they are unsafe (for example, they may get butterflies in their stomach, feel hot or sick or sweaty, they may feel they need the toilet and so on). Explain that these are the body's way of telling us that things aren't right and alerting us that a situation is unsafe.

Give out the *Safe secret or unsafe secret?* Activity sheet. In pairs or threes the children can discuss each scenario and then record:

a) how that situation would make them feel inside and

b) what they think they should do in that situation.

Let the children work on the sheet for 5 – 10 minutes and then discuss their answers as a class. Ask:

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.

### Plenary

Set up your circle time, reminding children of your usual circle time rules.

On the IWB, display the *Feelings Chart* or print this out to show and display if preferred. The chart links each of the different feeling with each of the numbers from 1 – 6 as follows:

1. Angry
2. Upset
3. Jealous
4. Worried
5. Excited
6. Scared

Pass a dice (die) around the circle asking each child in turn to roll it. Using the feeling that corresponds to the number, they say the following sentence: '*Someone might feel.....when they.....*' For example, if a child rolls a 2, they might say, '*Someone might feel **upset** when they **are called a name in the playground***'.

At appropriate points ask:

- How could someone deal with their feelings in the situations given?
- Who could someone talk to that could help them deal with things?

People could include:

- Parents or carers
- Teacher
- Headteacher
- Teaching assistants
- Midday supervisors
- Other school staff
- Friends
- Childline 0800 111

Learning outcomes:

Children will be able to:

- 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.