



Dear Ash

(Y6, Lesson 6)

Vocabulary used and taught in this lesson

Safeguarding, Secrets, Support networks

Introduction

If the children have done the 'Secret or Surprise?' lesson in Y3 or Y4 you can review what they learnt here with some key questions:

- What is a surprise?
- What is a secret?
- Are all surprises secrets?
- Are all secrets surprises?
- How might a secret make someone feel? Some secrets are safe to keep and some secrets are unsafe and we need to talk to someone about them.
- Can anyone think of an example of a safe or an unsafe secret?

Activity

Read children the story 'Chris's secret' (*about stress at home because his dad has lost his job*). Ask their children for their reaction to the story.

NB: it is very important to depersonalise the discussion in this lesson - explore the scenarios in the third person as children may have sensitive issues that they may bring up in the lesson. Start by reinforcing ground rules about not talking about personal situations or mentioning anyone's name.

Follow the story with some questions for discussion by the class:

- Was Chris right to tell Scott what was worrying him?
- Who else could Chris have told?
- How do you think the situation made Chris feel?
- Do you think he felt differently after he had told Scott?
- Chris asked Scott not to tell anyone else i.e. he told him what was worrying him in confidence.
- Is it ever Ok to 'break a confidence' and tell someone else?
- What advice would you give to Chris in this situation?
- What advice would you give to Scott in this situation?

Give out the 'Dear Ash' (*various situations: friend pinching and won't stop when asked, drinking at 16, unexplained bruising, scratching mum's car*) activity sheet.

Ask children to choose one of the scenarios and consider what advice they would give the person who wrote the letter in that situation. Children can either write their advice as Ash or

they can role-play the situation as if it were a radio show where people phone in with their problems. One child can take the part of the person who phones in with the problem and the other takes the part of the radio presenter who is giving advice.

Plenary

Ask children to share their responses to the problems – either by reading their responses out loud or acting out their role play to the rest of the class. Does everyone agree with the advice given?

In the 'Dear Ash' scenarios the children had written to a fictitious person for advice. Ask the children to brainstorm together all the people that they can turn to for help and advice in difficult situations. Ideas could include:

- Parent or carer
- Other family members
- Teacher
- Teaching assistant
- Headteacher
- Midday supervisor
- Other school based staff
- Friends
- Childline 0800 1111

Discuss when it is appropriate to 'break a confidence'? For example, when someone is in an unsafe situation.

We often talk about keeping something confidential. What does this mean? Ask the children to consider what sort of information the following people might need to keep confidential (they could discuss these in pairs or threes):

- Teacher
- Doctor
- Lawyer
- School office manager
- Bank manager

Can anybody think of any other time when it is important to keep information confidential?

Learning outcomes:

Children will be able to:

- Explain the difference between a safe and an unsafe secret;
- Identify situations where someone might need to break a confidence in order to keep someone safe.