



Lesson plan for relationships and sex education

Surprises and secrets

Vocabulary used and taught in this lesson

Secret, surprise, trust

Introduction

Put up your hand if you like surprises?

What is a surprise? (when something you weren't expecting happens)

Can you think of a surprise you had that you liked?

What was it?

Harold has a surprise for his Mum. He has bought her some flowers for her birthday tomorrow. He is hiding them under his bed. He can't wait to give them to her and to see her face.

Hands up if you can tell us what a secret is? Take some ideas.

A secret can be like a surprise when someone asks us not to tell anyone about something, but unlike happy surprises, some secrets can be bad. Sometimes a person (including both children and adults) might say 'Keep it a secret' about something that our body tells us doesn't feel right.

Harold has a secret. He was playing football with his friend Alfie. Alfie kicked the ball and it broke the window in a neighbour's shed. Alfie told Harold to keep it a secret.

Read the story and then discuss:

- Why did Harold feel a bit unwell at the end of the story?
- Should Harold keep this secret?
- Who should he talk to about it?
- Why do you think he might be worried about telling someone this secret?
- Do you think he will get into trouble if he talks about this secret?

Sometimes grown-ups ask children to keep something a secret. If it is a nice secret, like a surprise that everyone will know about soon then that is ok. If the grown up asks a young person to keep a secret and never to tell anyone, then they should not keep the secret; they should definitely tell someone.

This is because it might be about something that the adult is doing which is harmful to a child and which the adult doesn't want other people to know about, because they know it's wrong. If other people found out, they would get into trouble.

Activity

Hand sets of cards to small groups of children who have to put cards into 2 piles, one of secrets and one of surprises.

Go through them all after and discuss their answers. Check any misunderstandings and help them to understand the difference between the two.

Plenary

- Who can they talk to in school if a grown up has asked them to keep a secret? (Explore a range of staff, taking the children's lead on who they would want to talk to).
- What if that person is busy, or doesn't seem to be listening to them? (Keep trying; tell a different adult; don't stop trying until they have been properly listened to).
- Who can they talk to at home if they have a secret?
- What if that person is busy, or doesn't seem to be listening to them? (Keep trying; tell a different adult; don't stop trying until they have been properly listened to).
- Is it ok to say NO when someone asks them to keep a secret?
- How can they say NO?

Next, ask what they think Harold should do about his secret?

Summarise: some things are not ok to keep to ourselves. We shouldn't keep something to ourselves if we don't feel ok about it. Remember that our body has ways of telling us that something isn't right. Recap physical signs, e.g.

- Butterflies in the tummy
- Feeling hot
- Feeling sweaty
- Feeling sick
- Hands might shake
- Needing the toilet
- Going red in the face
- Other ideas

We need to think about who it is ok to talk to about these things. Emphasise that it's important always to keep trying even if at first no one seems to be listening to them.

Learning outcomes:

Children will be able to:

- Explain the difference between a secret and a nice surprise;
- Identify situations as being secrets or surprises;
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.