

Protective Behaviours Curriculum for Year Two

Feeling Good, Feeling Safe

A whole school approach to keeping
children safe

A PSHE education resource to support primary school
pupils to learn the skills they need to stay safe



Developed by Safety Net, Brighton & Hove's Standards and
Achievement Team and St Mary's Catholic Primary School



Lesson 1

Feelings and Feeling Safe



GROUND RULES

- Take turns to speak
- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
- everyone has the right to pass



Aims of the lesson:

I understand that all children have rights and I know that I have the right to feel safe

I can talk about the people and places that help me feel safe and comfortable

I can find a safe place to go to in my mind when I feel worried or stressed

What is a 'right'?



Whoever we are, where ever we live, these rights belong to all children under the sun and the moon and the stars, whether we live in cities or towns or villages, or mountains or valleys or deserts or forests.



**“We all have
the right to
feel safe
all the time”**

What rules do we have at school
to help everyone feel safe?

What helps children feel safe?



Do you think they feel safe?
How do you know?



How did these words make you feel?



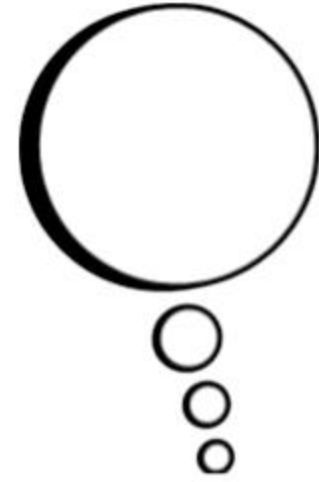
Whoever we are, where ever we live, these rights belong to all children under the sun and the moon and the stars, whether we live in cities or towns or villages, or mountains or valleys or deserts or forests.



Think of the things that
bring colour, magic,
happiness and safety into
your life.

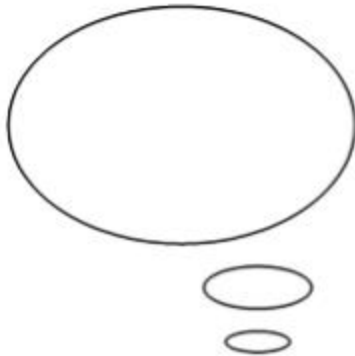
What have you been
thinking of?





What makes YOU feel safe?

Where are YOUR safe places?



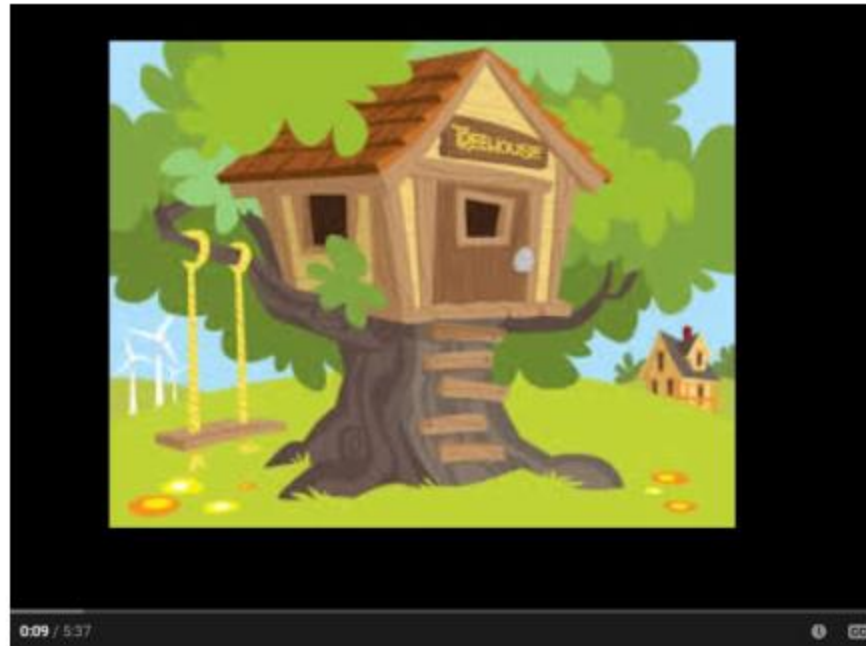
Plenary:

Today we have been thinking about children's rights- can you remember some of them?



If we have a right to feel safe, we have the responsibility to help other people feel safe, so not to hurt or be mean to them.

Let's try this relaxation exercise.



<https://www.youtube.com/watch?v=BuANUZfQfkY>

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How did
you feel?

How did it feel in your body?
Did you think about anything else?
What colours did you imagine?
What did you see or hear?

Lesson 2

The Safety Scale –Fun to Feel Scared, Risking on purpose, Feeling Unsafe and Early Warning Signs



GROUND RULES

- Take turns to speak
- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
- everyone has the right to pass



Aims of the lesson:

I know why it is important to listen to my Early Warning Signs

I understand what Fun to Feel Scared means and why it is different to when I am unsafe

I can tell you what I like being scared by (what is Fun to Feel Scared for me)

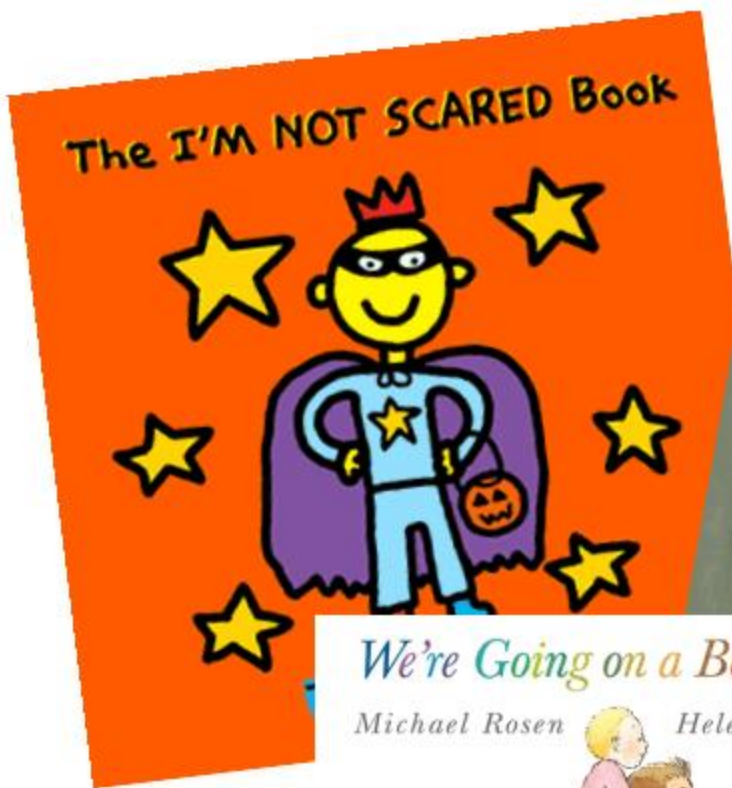




**We all have the right to
feel safe all the time.**



What helps YOU to feel
safe?



We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



Unsafe - What things did the characters do that made them feel unsafe?

How do you think they felt?

Fun to Feel Scared - what things did the characters do that were fun but scary?

How do you think they felt?

Sometimes we choose to feel unsafe.

Can anyone give another example?

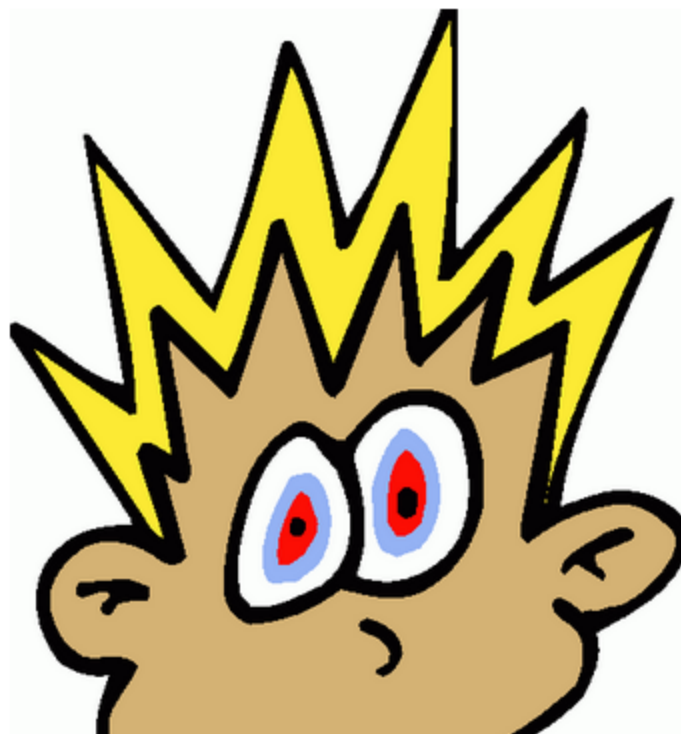


Photo card Activity

Which is the most scary?

Which would you like to do?

Which is the most fun?



Yes

With help

No

How do we feel in our bodies
when we are doing a NO activity?



Choice



Control

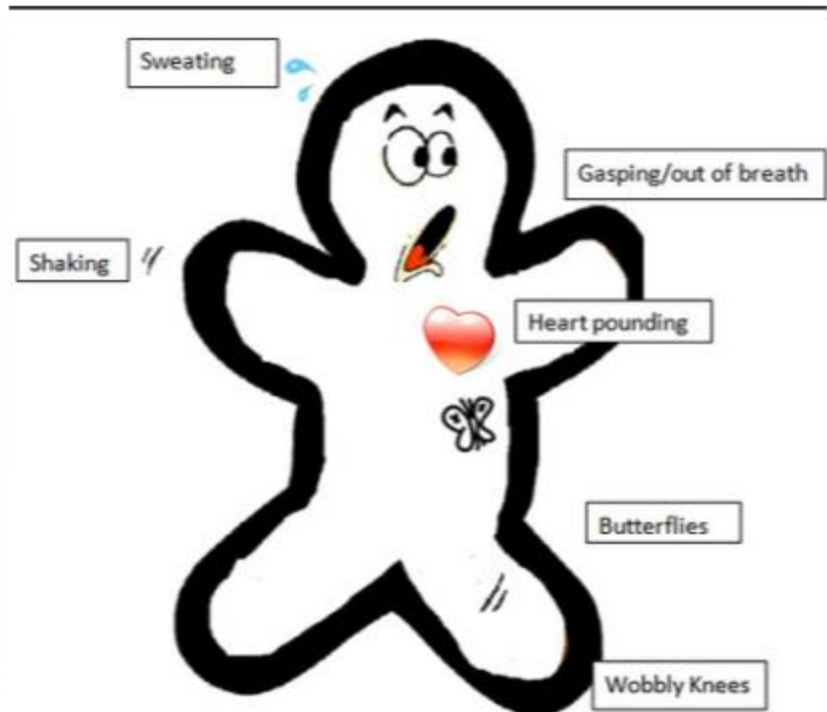


Time Limit

How can these three things help make something 'Fun to feel Scared' and not scary?



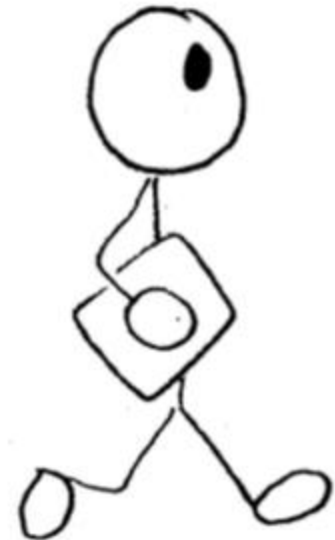
What do we call the feelings in our body that we get when we feel scared?



Plenary:



What could we do if we have
our early warning Signs and it's
not a *fun to feel scared*
feeling?



**“We all have
the right to
feel safe
all the time”**

**“We can talk with
someone about
anything, even if it
feels awful or small”**

Let's try an exercise to
help us feel relaxed!

Jelly Belly

for younger children

A relaxation exercise that teaches children to relax by controlling their own breathing. This is a simple form of diaphragm or abdominal breathing.



<http://www.rainbowreach.com/relax.html#JellyBelly>

<http://www.rainbowreach.com/relax.html#JellyBelly>

Lesson 3

Body Awareness, Safe touch, Secrets and Telling



GROUND RULES

- Take turns to speak
- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
- everyone has the right to pass



Aims of the lesson:

I know the proper names for the parts of my body that are private (the ones covered by my underwear)

I can use the 'Underwear Rule' to help me stay safe

Can we remember the scientific names for
all our body parts?



Read 'My Underpants Rule' by Rod and Kate Power



What's under my pants
belongs **ONLY** to **ME!**

And others **CAN'T**
TOUCH there
or ask me to **SEE**

But **SAFE** grown-up
or doctor when I'm
NOT HEALTHY

What's under my pants
belongs **ONLY** to **ME!**

When is it alright for people
to touch us on our bodies?



Scenario activity

If a child had an accident and had hurt their private parts, would it be ok for their parents to take them to the doctor to have a look?

Is it ok?

...for a child to show their personal private parts to others in the playground at school?



Is it okay?

If one of your friends
wants to play with your
hair?



Is it okay?

For children to chase each other and then pull down their pants for fun?



Is it okay?

If someone wants to touch you
and says you must keep it a
secret?



Is it okay?

If a child was big enough to go to the toilet by themselves, would it be OK for a grown up or another child to insist on helping them?



LEARN THE UNDERWEAR RULE



AND YOU'VE GOT
IT COVERED!



P RIVATES
ARE PRIVATE

A LWAYS REMEMBER YOUR
BODY BELONGS TO YOU

N O MEANS NO

T ALK ABOUT SECRETS
THAT UPSET YOU

S PEAK UP, SOMEONE
CAN HELP



Plenary:

Our bodies belong to us!



What could someone do if they were at school and were being touched in a way that they didn't like?



Remember YOU are the BOSS OF YOUR BODY!

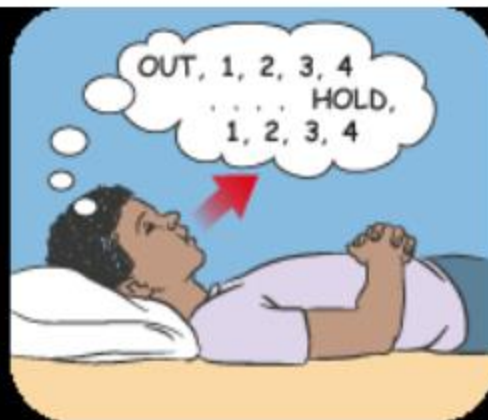


Tell someone .
If they are busy, tell someone else.
Keep telling!

**“We all have
the right to
feel safe
all the time”**

**“We can talk with
someone about
anything, even if it
feels awful or small”**

Let's try some relaxing breathing together!



Lesson 4

Networks of Support, Problem solving and Persistence



GROUND RULES

- Take turns to speak
- Listen respectfully
- No put downs- don't laugh at others
- Think about what you share
- Use scientific vocabulary wherever possible:
- everyone has the right to pass



Aims of the lesson:

I know the difference between secrets and surprises

I can recognise safe and unsafe secrets and who I feel safe to tell

I know the people who look after me and who to go to if I am worried



**“We can talk with
someone about
anything, even if it
feels awful or small”**



A Safe secret is something that you feel good about- a nice surprise!



Some secrets are not safe.



What could you do?

Is it ok? Should you tell a grown up?

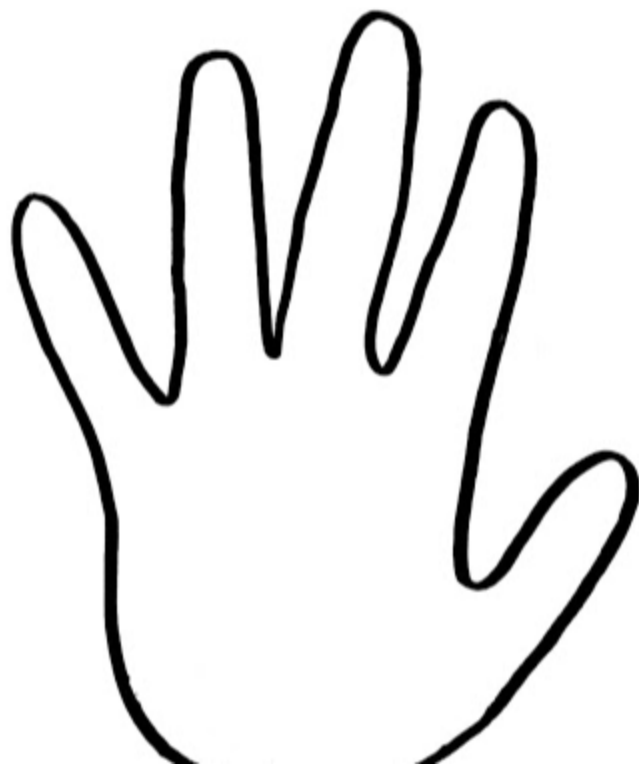


*Unsafe
Secret?*

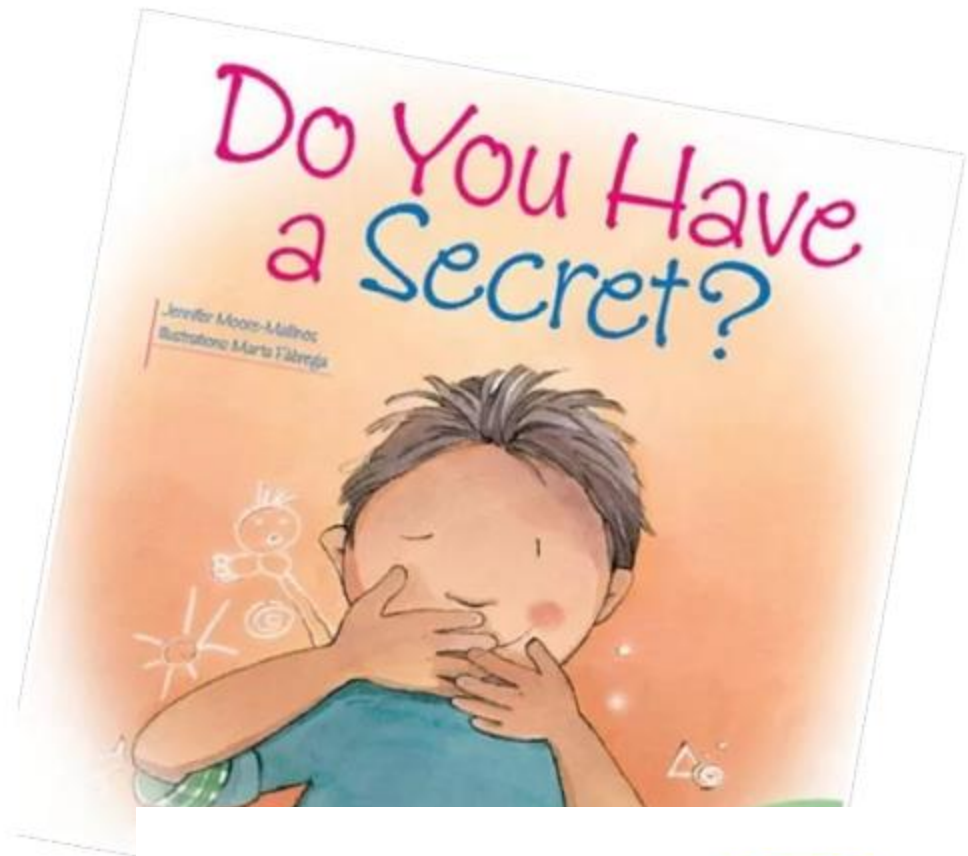


Who is on your helping hand?

Who could you talk to about an unsafe secret?



Plenary:



**"We all have
the right to
feel safe
all the time"**

**"We can talk with
someone about
anything, even if it
feels awful or small"**

Let's finish with a relaxation exercise.



RELAXATION ROUTINE

1. SIT
ON A CHAIR...



2. "SCRUNCH"
UP YOUR
FACE...



THEN...
RELAX
IT...

3. TENSE
YOUR
ARMS...



THEN...
RELAX
THEM

4. TENSE UP YOUR
SHOULDERS
AND CHEST...



THEN...
RELAX
THEM

5. TENSE UP
YOUR LEGS...



...THEN RELAX!

6. BREATHE
IN
RELAXATION...



...BREATHE OUT
TENSION