

RELATIONSHIPS EDUCATION

MODULE D Being Safe

O28 - Boundaries, privacy and implications of these, including keeping secrets

Year 2
Summer Term: Lesson 1



Lesson Overview

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

**Engage
&
Activate**

Whole Class Activity

Knowing your boundaries



15 minutes

**Explore
&
Explain**

Whole Class Activity

Secrets' box



20 minutes

**Elaborate
&
Reflect**

Whole Class & Paired Activities

Saying, 'NO!'



15 minutes

**Evaluate
&
Review**

Whole Class & Paired Activities

Islamic perspective



10 minutes

Lesson Plan

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Aim

To know that there are boundaries in friendships and explore when it is acceptable to keep secrets

Lesson Objectives

In this lesson pupils will:

Define what it means to have boundaries

Distinguish between safe and unsafe secrets

Practise how to say '**NO!**' to keeping secrets which make us feel uncomfortable or unsafe

Learning Outcomes

By the end of this lesson pupils will have:

Decided whether a situation crosses safe boundaries or not

Identified secrets as being either 'safe' or 'unsafe'

Role-played saying, '**NO!**' to keeping unsafe secrets

Key Vocabulary

boundaries

limit

safe secret

unsafe secret

Resources



A small
secrets' box



Pens / Pencils



Resource sheets

✓ — Yes/ No cards
x —



Video

Lesson Plan

Engage
&
Activate

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Whole Class Activity

Knowing your boundaries

Write the word 'boundary' on the whiteboard.

Inform pupils that this is one of our keywords today and that it is important we know what it means.

Ask pupils what they think boundaries are? (A line or limit which shouldn't be crossed.) **Show** pupils **Resource 1** of a pupil next to a boundary.

Explain that a we should not go beyond a boundary, especially those set to keep us safe.

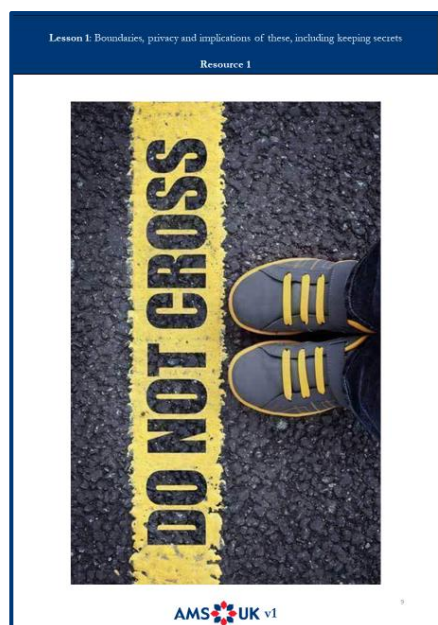
Introduce learning objectives and learning outcomes.

Use children friendly alternatives:
In this lesson I will:

- **Know** what a boundary is
- **Know** the difference between safe and unsafe secrets
- **Practise** saying 'NO!' to keeping unsafe secrets

Discuss key vocabulary and **share** definitions.

- boundary** a line or limit which should not be crossed
- limit** the furthest point you can take something
- safe secret** secrets that are eventually told, make us feel happy and do not hurt anyone
- unsafe secret** secrets we can't tell easily and make us feel sad (or uncomfortable), frightened or worried or ones that may hurt someone



Lesson Plan

Engage
&
Activate

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Whole Class Activity

Knowing your boundaries

Play the, 'Knowing your boundaries' game:
Give all students a pair of **YES SAFE** & **NO UNSAFE** answer cards (**Resource 2a**).

Read out each of the statements about boundaries (**Resource 2a**).

Ask pupils to **think** about the action on each statement: by doing the action will you be **YES SAFE** inside the boundary or **NO UNSAFE** outside the boundary?

For example: 'Reading someone else's diary'. By doing this you are going **outside** the boundary. A diary is someone's private book. We cannot read it without their permission. We will **hold up** the **NO UNSAFE** card for this action.

Explain that being unsafe outside the boundary means that if we do that action we could get in trouble or we could get hurt.

Elaborate on the answers, if needed, using the comments provided (**Resource 2b**).

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Resource 2a

Knowing your boundaries game
Yes/No answer cards

**YES
SAFE**

**NO
UNSAFE**

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Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Resource 2b

Knowing your boundaries game:
Answers

Are these actions safe inside the boundary or unsafe outside the boundary?

- 1) Reading a letter to someone
 - YES SAFE – if you have permission
- 2) Reading someone else's diary
 - NO UNSAFE – a diary is private which should not be read by anyone unless the person who it belongs to gives permission for you to read it
- 3) Telling someone all about yourself the first time you meet them at a new school
 - NO UNSAFE – someone you've met for the first time is a stranger. You shouldn't tell them anything personal
- 4) Telling your best friend all about what happened on your first day of school
 - YES SAFE – sharing your experiences with someone you trust is good
- 5) Taking someone's toys without their permission
 - NO UNSAFE – your items are yours and no one should touch them without asking
- 6) Sharing your toys with other children
 - YES SAFE – sharing builds character
- 7) Your close relatives giving you sweets
 - YES SAFE – unless your parents do not allow this
- 8) Your friends helping you
 - YES SAFE – helping others is an act of kindness
- 9) Your hair being touched by your friend
 - YES SAFE – unless you do not like this

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Lesson Plan

Explore
&
Explain

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Whole Class Activity

Secrets' box

Ask: What is a secret?

(Something that is kept or meant to be kept unknown or unseen by others.)

Ask: What does it mean to keep a secret?

(To not tell anyone else information that is meant to be hidden from other people.)

Explain that part of staying within boundaries is to know the difference between safe secrets and unsafe secrets:

- Safe secrets are secrets that are eventually told, make us feel happy and do not hurt anyone. For example, keeping a secret about a surprise party.
- Unsafe secrets are secrets we can't tell easily and make us feel sad (or uncomfortable), frightened or worried or ones that may hurt someone.

Create a Secrets' box before the lesson using the cards from **Resource 3a**.

Choose pupils to take turns to **select** a 'Keeping a secret' card from the box.

Pupils **read** the card to the class and then **decide** whether what is on the card is a safe or an unsafe secret and why they think so.

Discuss responses with reference to **Resource 3b**.

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Resource 3a

Secrets' box cards

1) Someone tells you to keep a secret about taking your lunch money	2) Someone tells you to keep a secret about where they hide during hide and seek	3) Someone tells you to keep a secret about you doing their homework for them
4) Someone tells you to keep a secret about a gift for you mum	5) Someone tells you to keep a secret about a present they gave you	6) Someone tells you to keep a secret about a surprise party
7) Someone tells you to keep a secret about a family holiday	8) Someone tells you to keep a secret about hugging your parents	9) Someone tells you to keep a secret about lifting
10) Someone tells you to keep a secret about looking at strange pictures on the computer	11) Someone tells you to keep a secret about stealing	12) Someone tells you to keep a secret about lying online

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Lesson Plan

Elaborate
&
Reflect

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Whole Class & Paired Activities

Saying **NO!**

Explain that no-one should touch our private parts and we should say **'NO!'** if anyone asks to.

(Note: Some contexts may need to be explained e.g., parents cleaning you if you had an accident.)

Watch the 'Pantosaurus' video about private parts (Note: Pupils will have seen the video in Year 1.)

Ask pupils:

- What do your pants cover? Private parts
- If someone tells you to keep a secret about them touching your private parts, will this be a safe secret or an unsafe secret? Unsafe secret



<https://www.youtube.com/watch?v=-1L07JOGU5o>

In pairs, pupils **practice** saying, **'NO!'** to keeping an unsafe secret and giving a reason for why they will not keep it.

Ensure that both pupils have a go at saying, **'NO!'**

Lesson Plan

Evaluate
&
Review

Lesson 1: Boundaries, privacy and implications of these, including keeping secrets

Whole Class & Paired Activities

Islamic perspective

Consolidate that:

- we must not keep unsafe secrets
- if we are asked to keep a safe secret, we should, as this is from the good characteristics of a Muslim.

A **safe** secret is a kind of trust (*amānah*), and therefore we should keep it. Intentionally sharing a safe secret with someone else is not good.

Read the verse where Allah, the Exalted states in the Qur'an:

'Honour your promises, for you will surely be accountable for them.'

17:34

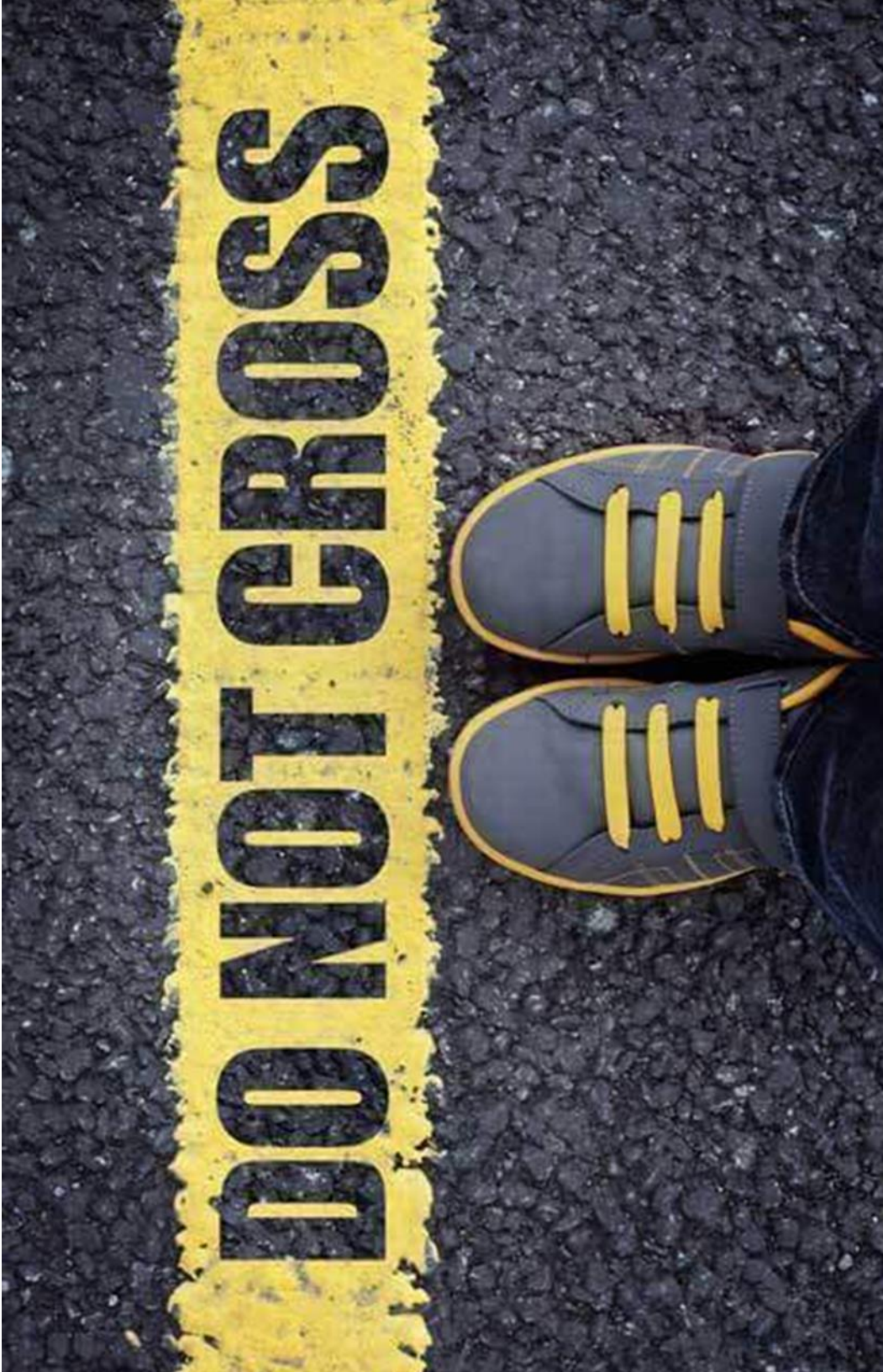
Explain this means we should keep our promises, Allah will ask us about them.

Review learning by referring to learning objectives and learning outcomes.

Pose questions to check understanding and clarify misconceptions using **think, pair, share**:

- What are boundaries?
- What is the difference between a safe and unsafe secret?
- Give **two** examples of a safe secret.
- Give **two** examples of an unsafe secret.
- What do we say if someone wants to see our private parts?

Resource 1



Resource 2a

Knowing your boundaries game:
Yes/No answer cards

YES
SAFE

NO
UNSAFE

Resource 2b

Knowing your boundaries game:
Answers

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 - **NO UNSAFE** – a diary is private which should not be read by anyone unless the person who it belongs to gives permission for you to read it
- 3) **Telling someone all about yourself the first time you meet them at a new school**
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Resource 3a

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Resource 3b

Secrets' box:
Answers

Safe secrets, card numbers:

2, 4, 5, 6, 7, 8

Unsafe secrets, card numbers:

1, 3, 9, 10, 11, 12

Note: Ensure that the statements are clearly understood and contextualised appropriately for pupils.