# Some secrets should never be kept

Year: Y2

## Subjects and Issues

Body parts Feelings Safeguarding Secrets Trust Consent Rights Relationships education Privacy Keeping safe Unwanted touch Emotions Inappropriate touch

**Teacher guidance: It is recommended that this lesson follows the Y2/P3 lessons: *My Body Your Body, Respecting Privacy and Should I tell?***

## Introduction

Begin by reading the story *'Some secrets should never be kept'* by Jayneen Sanders (versions of this can be viewed online by searching the title and author, however evidence shows that reading children a book leads to improved educational outcomes, greater language skills, and a boost in creativity and mental health).

If the children have not previously covered the Y2/P3 lesson *My body, Your body* they may not be familiar with the term *private parts.* Before starting this lesson, ensure they all understand that it means the genitals: penis for a boy and vulva for a girl.

## Activity 1 - Discussion

Read the story again and ask the questions relating to the pages, as follows:

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When Lord Henry started to tickle Alfred in a way that he did not like, how did Alfred feel? (Uncomfortable and sick) Why did Alfred feel this way? (He was touching his

private parts- confirm that this means genitals; penis for a boy and vulva for a girl- and it felt wrong, it wasn't fun anymore) Was Alfred right to tell him to stop? (Yes) When Lord Henry did not stop, what should Alfred have done? (Tell his mum, or another trusted adult)

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Why didn't Alfred tell his mother about the touching and tickling straight away? (Lord Henry told him not to. And said if he did, his mum would lose her job and they would not have any money for food or clothes, and that would be all his fault) How might Alfred have been feeling? (Sad, lonely, tearful, trapped, worried, confused)

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Should Alfred have told his mother straight away? (Yes, his mother wouldn't want him to be so sad and worried) What made it difficult for him to tell his mum? (She thought Lord Henry was a nice and kind man, but that was because she didn't know what he was doing to Alfred)

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Was Lord Henry a nice and kind man? (No, if someone is nice and kind they listen to you and don't make you do something you don't want to do) Should anyone tickle or touch your private parts? (No one should tickle your private parts, the only people that might need to touch your private parts is your doctor, but they must ask for your permission and there should always be another adult like your mum or dad with you).

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If someone does touch or tickle your private parts, what should you do straight away? (Tell a trusted adult, like your mum or dad, or teacher) Alfred was worried that his mum wouldn't believe him. Luckily she did. What could he have done if she hadn't believed him? (Find another trusted adult to tell, like a gran or teacher)

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What if the person says it is ‘our special secret’ – should you keep that kind of secret? (No, if a secret makes you feel sad, scared, or confused or it is a secret about kisses, hugs or touching then it is not a safe secret. Sometimes people keep secrets that are nice surprises, like a surprise party, for example. But if a secret is making you sad because something is happening to you that you want to stop, then it is important you tell someone, so they can help make it stop. No matter how awful or scary a secret is, it should never be kept)

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What happens in the end? (Lord Henry was banished from his castle and kingdom, and Alfred’s mum promised him he would never have to see Lord Henry again. This made Alfred feel safe and loved)

## Activity 2 - Safety Network

Ask: if someone tells you to keep a secret, but it's not a safe secret (if it makes you feel uncomfortable, or gives you an o-ho feeling in your tummy) what could you do? (tell someone you trust) Who could you tell? (Mum, dad, gran, grandad, aunty, teacher, lunchtime supervisor).

Explain that the children are now going to draw their safety network. They will need a pencil and a piece of A4 paper.

Ask them to draw around their hand, including their wrist. On the wrist part ask them to write their name, for example ‘Alfred’s safety network’. Then on each of the fingers and thumb they need to write the name of a person in their lives that they trust and can talk to easily, and who they could tell if they were feeling sad, or confused, for example; mum, dad, older brother or sister, teacher, teaching assistant, lunchtime supervisor.

## Summing up

Ask the children who they think would have been in Alfred’s support network? (e.g. school staff, family members). Explain that if his mum hadn’t heard him crying and asked him what was wrong, he might not

have told her. Explain that the only way he could get Lord Henry to stop was to make sure he told someone.

## Extension (optional)

In the story, Alfred's mum thinks Lord Henry is a nice and kind man, but he isn't. Ask the children to draw a picture of someone who is nice and kind. Explain that they can show they are nice and kind by drawing this on the picture, e.g. *always listens to me*: draw big ears or draw an arrow to the ears, or write the words around the person.

If you have particular concerns about this subject and feel it would be valuable to provide more lessons on the issues raised, there are in-depth, free resources on the Educate 2 Empower website. These support and reinforce some of the learning outcomes of this lesson plan.

## Adapting lessons for learners with additional needs

Our additional Signposting and Support page provides further guidance on adapting SCARF lessons to meet the needs of learners with additional needs.

## Learning Outcomes

Children will be able to:

- Identify how inappropriate touch can make someone feel;
- Understand that there are unsafe secrets and secrets that are nice surprises;
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.

## Key Vocabulary

genitals
penis
vulva
private
private parts
consent
permission
secret
unsafe
uncomfortable
tell
someone you trust

## Resources needed

Paper and pens or pencils for a draw and write activity

A copy of the book 'Some secrets should never be kept' by Jayneen Sander, or use one of the many versions of this that are freely available online

## DfE Relationships Education and Health Education statutory requirements

- Relationships Education Being safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- Relationships Education Being safe 2. About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Relationships Education Being safe 3. That each person's body belongs to them, and the differences between

appropriate and inappropriate or unsafe physical, and other, contact.

- Relationships Education Being safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- Physical Health and Mental Wellbeing (Health Education) Mental wellbeing 2. That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.

## DfE Relationships Education and Health Education statutory requirements (2025)

- Being Safe 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- Being Safe 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Being Safe 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- Being Safe 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- Developing bodies 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- General wellbeing 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are

normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

## PSHE Association Learning Opportunities

- H25 . To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).
- R18 . About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).
- R19 . Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.